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ABSTRACT

This annotated bibliography is the eighth in the Doctoral Research Series. It encompasses doctoral research on "Dropouts" reported in "Dissertation Abstracts International" from 1965 through June 1973. The citations are arranged in the following categories: Dropout Prediction; Dropout Prevention (Work Study Programs, Other Vocational Programs, Counseling Programs, and Other Programs); Characteristics of Dropouts; Characteristics of Potential Dropouts; and School Climate and Teacher Influence on School Holding Power. Under these categories, citations are presented in order of year of completion. Where a number of citations appear in a category and in the same year, they are arranged in alphabetical order by name of author. A subject index, an author index, and an institution index are appended. (RJ)

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Number 8, August 1974

DROPOUTS:
AN ANNOTATED BIBLIOGRAPHY OF DOCTORAL DISSERTATIONS

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TABLE OF CONTENTS

	Page
Preface	i
Dropout Prediction	1
Dropout Prevention	
Work Study Programs	8
Other Vocational Programs	19
Counseling Programs	34
Other Programs	44
Characteristics of Dropouts	61
Characteristics of Potential Dropouts	96
School Climate and Teacher Influence on School Holding Power	104
Indexes	
Subject	113
Author	116
Institution	118

Preface

The seven years since the enactment of ESEA Title I in 1965 provided a unique opportunity for anthropologists, sociologists, psychologists, political scientists, educators, and others to attempt to find answers to unanswered questions about the teaching-learning process, especially in relation to minority group children and youth and to students from low socioeconomic backgrounds. Not only did the law provide extensive funds for compensatory and innovative programs, but it also mandated built-in evaluation measures. The flood of new programs provided fertile grounds for doctoral dissertation research on the education of the disadvantaged.

The plaintive cry of most students completing doctoral dissertations has been "all that work and where does it lead?" Bits and pieces of research throughout the country are entombed in Dissertation Abstracts International and in university libraries with only upcoming doctoral students forced to survey what has been done so that new outlines will not duplicate what has already been completed.

The ERIC/IRCD staff, believing that much could be learned about doctoral research itself, about children, and about educational programs, decided to attempt to provide comprehensive collections of abstracts in those areas of special interest to the Center. This document is one of several being prepared for a new series of publications entitled ERIC/IRCD Doctoral Research Series.

The first step taken was to do a computerized search, using the Datrix system, of the available tapes of Dissertation Abstracts International from 1965 to 1969 employing the following special descriptors: black, Puerto Rican, Mexican American, inner city, poverty, ghetto, urban, slum, rural, Negro, American Indian, and disadvantaged. The computer printouts of the resultant lists were then screened to eliminate all except those abstracts which clearly related to educational programs for the disadvantaged.

A hand search was then conducted for documents appearing in the January 1970 to June 1973 volumes to bring the collection as up to date as was possible at that time. Descriptors used for the hand search were: disadvantaged, desegregation, inner city, black, Negro, American Indian, Mexican American, Puerto Rican, (Spanish surname added later), dropout, potential dropout, high school dropout.

In all, over 1200 abstracts were photocopied, sorted, and indexed. All indexing in Dissertation Abstracts International is based on titles rather than on abstracts. There are limitations resulting from the omission of other descriptors and computer or human oversight.

It is expected that each of the collections will, by providing all related abstracts in one document, be of value to many lay, professional, school, and university groups.

Dissertations may be bought in microfilm or hard copy from University Microfilms, 300 N. Zeeb Road, Ann Arbor, Michigan 48106. Order numbers have been provided for each dissertation at the end of the citation. Prices have not been indicated because of past or possible future changes. In addition, dissertations may frequently be borrowed on inter-library loan from the sponsoring universities.

Each collection is organized in the following way. Documents are first grouped under main topics. Under the main headings, abstracts are presented in order of year of completion. Where a number of abstracts appear under a topic and in the same year, they are then arranged in alphabetical order by name of author. There is also a subject index, which includes several references for each abstract, an author index, and an institution index.

In the interest of objectivity and comprehensiveness, all appropriate documents have been included even though many present conflicting views, and do not necessarily represent the Center's policy or position.

The Center would like to be informed of other appropriate dissertations in these categories since there are plans to update and supplement these collections in the future. The name of the author, the title of the dissertation, and the month and year of completion is the only information required.

Other bibliographies in this series are:

Mexican Americans: An Annotated Bibliography of Doctoral Dissertations. 83p. ED 076 714 (MF-$0.75; HC-$4.20).

School Desegregation: An Annotated Bibliography of Doctoral Dissertations. 142p. ED 078 098 (MF-$0.75; HC-$6.60).

Early Childhood Education for the Disadvantaged: An Annotated Bibliography of Doctoral Dissertations. 202p. ED 079 438 (MF-$0.75; HC-$10.20).

Curriculum and Instruction for Minority Groups: An Annotated Bibliography of Doctoral Dissertations. 103p.

Research on the Education of Black and Black-White Populations: An Annotated Bibliography of Doctoral Dissertations. 51p.

Single copies of each are available free from ERIC/IRCD, Box 40, Teachers College, Columbia University, New York, N.Y. 10027, for as long as the supply lasts.

All of these bibliographies have been entered into the ERIC system. The "ED" identification numbers known at the time of this publication are noted above. These documents may be read in libraries and other facilities which house ERIC microfiche collections. Copies in either

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DROPOUT PREDICTION

1. Peck, Hugh Irvin. Factors Associated with the Dropout Problem in Kanawha County, West Virginia. University of Miami, 1965. 222p. Adviser: Lewis E. Walton. 65-8016.

The purposes of this study were: (1) to explore the extent and nature of the dropout problem in Kanawha County, West Virginia; (2) to determine whether certain data, available from seventh-grade records, would be effective in differentiating between students who do and students who do not drop out of school in grades 9 through 12; (3) to determine how these characteristics, selected for purpose two of the study, might be weighted to provide maximum accuracy in identifying potential dropouts.

A careful scrutiny was made of transfers, withdrawals, entrants, and dropouts from June 1962 to June 1963 in the secondary school of Kanawha County. For all secondary school dropouts, records were kept on age, grade, and reading level at the time of withdrawal, as well as the student's I.Q., the number of years retained, the month of withdrawal, and the reasons for withdrawal.

Dropouts from grades 9 through 12 were designated as the experimental group. Seventh-grade classmates of dropouts, randomly selected from past seventh-grade rolls, constituted the control group and were designated "persisters." These two groups were compared in respect to nine selected variables: sex, I.Q., reading achievement, arithmetic achievement, retention record, absence record in grade six, educational attainment of the father, occupational classification of the father, and socioeconomic status of the family.

The discriminant function analysis technique was used to determine coefficients for weighting the variables studied in connection with the second purpose.

In respect to the extent and nature of the problem, the following findings were obtained:

1. Four out of every hundred secondary school students dropped out of school during the period of the study.

2. The effect upon the total dropout rate of students transferring in and out of the county was negligible.

3. More boys than girls dropped out of school; the difference was significant at the .02 level.

4. One-fifth of the school dropouts occurred during the summer months. For the school year, January, April, and March, in that order, had the highest dropout rate.

5. Grades ten, eleven, and twelve, in that order, had the highest number of dropouts. Most dropouts were sixteen years old.

6. Two-thirds of the dropouts had been retained one or more years; one-fourth, two or more years.

7. One-half of the dropouts had an Otis I.Q. above 90; four out of every hundred dropouts had I.Q.'s above 110.

8. One-half of the dropouts were reported to be reading on an achievement level of 7.3 or above at the time of withdrawal.

9. "Lack of interest" and family problems were the reasons most often reported for dropping out of school.

The nine variables examined in purpose two of the study were significant in differentiating dropouts from persisters. Eight were significant at the .01 level of confidence. Sex, as a variable was significant at the .02 level of confidence.

The discriminant function analysis, using two variables, I.Q. and socioeconomic status, accurately identified dropouts and persisters in three out of every four cases. The inclusion of additional variables did not significantly increase the accuracy of classification. The discriminant function equation selected for use was:

$$Y + IQ(-.065) + SOCECO\ (.998) + 4.22$$

If Y is a positive number, the student would be classified as a potential dropout.

Kanawha County, West Virginia, has a dropout problem of significant proportions.

It is possible at the seventh-grade level to identify characteristics which will differentiate dropouts from persisters. Dropouts, when compared with their classmates who do not drop out, are significantly lower in mental ability, reading achievement, and arithmetic achievement. Dropouts are more likely to be boys. They have significantly poorer records of retention and attendance. They are from homes of a lower socioeconomic status, their fathers have less formal education and are more likely to be in semiskilled or unskilled occupations.

This study was able to determine, by means of the discriminant function analysis, weightings for the characteristics studied which would provide maximum accuracy (75%) in classifying the potential dropout.

2. Call, Vern Willis. An Investigation of the Middle Class High School Dropout in the Elementary School. Utah State University, 1967. 116p. Adviser: E. Wayne Wright. 69-1093.

This study attempted to investigate the differences between a stratified sample of middle class elementary school children on the basis of subsequent high school graduation or early school leaving. Data used to make the differentiation was collected as part of a U. S. Office of Education study, Cooperative Research Project No. 577, conducted by Dr. Walter R. Borg, during the years 1958-1961. The sample under investigation was in the fourth grade at the inception of the Borg study, and was evaluated during their fourth, fifth, sixth, and seventh grades on many ability, achievement, social, and personality measures.

Variables considered in this study included the educational attainment of the parents of the students; intelligence; academic skills; individual appraisal, i.e., self-concept and sociometric choice; and attitude.

The variables were tested by means of analysis of variance and discriminant function analysis.

Results of the analysis of data revealed that significant differences existed between the dropouts and graduates on the following categories: (1) education of the fathers, (2) language and non-language intelligence, (3) reading skills, arithmetic skills, and language skills, (4) self-concept, and sociometric choice, (5) attitude toward school, attitude toward study habits and total adjustment. These differences, though significant, were found to possess little ability to predict differences between dropouts and graduates, by the discriminant function analysis. This statistic disclosed that the best predictors, language skills, education of fathers, study habits, reading skills, self-concept, sociometric choice, and non-language intelligence, when combined, were able to separate the total means of the two groups by less than one half standard deviation which falls far short of the 1.96 level required for significance.

It was concluded that students who drop out of school from middle class backgrounds are difficult to identify as early as the elementary grades on the variables considered in this study. These dropouts differ from their classmates who graduate, but appear to perform at acceptable levels. In total population samples, these potential dropouts are likely to be overlooked.

3. Goodman, Paul Wershub. High School Dropout Rates as Related to Some Other Demographic Variables. University of Colorado, 1967. 227p. Advisers: E. Merle Adams and Robert C. Hanson. 67-15,041.

This thesis set out to find the demographic variables that are related to high school dropout rates and to develop a prediction formula that would predict these rates from some of the demographic variables.

Sociologists have established that certain types of social characteristics are related to certain kinds of residential areas. To test

whether dropout rates of high school districts are significantly related to demographic variables within these same areas, information was secured on forty-nine high school districts in Colorado. The Colorado State Department of Education supplied information on school dropout rates, and number of guidance counselors. All other information was taken from the United States Census of 1960.

A search of the literature led us to establish five categories of variables: problems, school characteristics, demographic structure and process, rural-urban, and socio-economic. Rates and ratios were developed for all variables within these categories except for school enrollment. Female divorce rate was the only problem variable used. School enrollment and pupil guidance counselor ratio were the two school characteristics used. Demographic structure and process variables included rates on ethnic minorities, younger ages, migrants, non-mobility and sex ratio. The five rural-urban variables used were population density, fertility, apartment houses, married women with children working and married women working. The eight socio-economic variables comprised lower income families, lower occupations, eight years of education or less, less than high school education, unemployment, poor housing, self employment and home ownership.

The method used to find significant relationships was product moment correlation at the 0.05 level of significance. Multi-regression analysis was used to derive a prediction formula.

The only variables that correlated significantly with dropouts for the whole sample were divorce and population density. A division of the sample into categories of rural, urban and urban-rural caused us to question even these relationships since significant correlations for these connections were not found in all sub-categories. The sample was divided on the basis of population density and the presence or absence of large cities in the districts.

The sub-categories did reveal however, that ten variables, six of them socio-economic, were significantly related to dropout rates in urban districts and one was found to be significantly related to dropout rates in rural districts.

The one correlation (migrants with dropouts) that was significant in rural school was not significant in urban schools and the ten significant in urban schools were not significant in rural districts. It is therefore suggested that demographic factors associated with dropout rates are different for urban and rural areas and this should affect their treatment. Further research is needed to test this finding.

The predictive formula derived from multi-regression analysis was tested in ten high schools not in the original study. The formula was not found to be very useful. Dropout rates calculated for two school years might have yielded a better formula. Recommendations have been made on how the study might be redesigned.

4. Bryan, Clifford Eli. Forecasting High School Dropout: A Social-Psychological Approach. Western Michigan University, 1970. 184p. 70-19,182.

In order to empirically assess the efficacy of Educational Plans and Educational Aspirations as forecastors of voluntary high school dropout behavior, questionnaire and subsequent dropout data were gathered from approximately 350 midwestern urban white male ninth-graders. As suggested by a review of the literature, a number of variables associated with the development of students' aspirations and plans and with high school dropout were selected for the construction of an initial comprehensive theoretical model for forecasting dropout. A correlation analysis was performed to determine which factors were most relevant to the sample selected for investigation; the results provided the basis for an analytical model consisting of the following variables: Educational Plans, Educational Aspirations, Perceptions of Parental Expectations, Self-Ratings of Popularity with Own Sex, Total Perceived Evaluations of Others, General Self-Concept of Academic Ability, Socioeconomic Status, Academic Achievement, and Measured Intelligence Scores.

Using a multiple linear regression approach, it was found that success in forecasting student dropout behavior on the basis of assessed levels of socioeconomic status, grade point averages and intelligence scores can be considerably enhanced by introducing either variable, i.e., Plans or Aspirations, into the forecasting equation. There were, however, no additive nor interactive effects between the two major constructs. Further analyses indicated that the successful forecasting of dropout on the basis of socioeconomic status, academic achievement and intelligence scores is even more efficient with the addition of selected social-psychological variables, i.e., Perceived Parental Expectations, Popularity, Self-Concept of Ability, and Total Perceived Evaluations. More important, however, was the finding that the forecasting efficiency of these variables was not improved with the addition of either Educational Plans or Educational Aspirations. It was also determined that there was no additive nor interactive impact between these two constructs.

It was tentatively concluded that the use of either construct, i.e., Educational Plans or Educational Aspirations, provides an efficiency in forecasting dropout over and above that which may be obtained with variables which have been more traditionally employed, e.g., intelligence scores, socioeconomic status, and grade point averages. When other relevant social-psychological measures are employed, however, the use of such constructs as plans and aspirations may be empirically redundant, especially in the explanation of variations in dropout behavior.

5. Eeles, Ronald Alfred. School Related Factors Present in Grade Six that Predict Grade Eleven and Twelve Dropouts. University of Oregon, 1970. 95p. Adviser: G. Kranzler. 71-1305.

Each year over 1,000,000 students leave school early. Fifteen per cent of these young adults will fall into the ranks of the unemployed.

This is a serious problem. It has been serious for a long time. One key to the solution of the problem of dropout is early detection of the potential dropout, as it is thought that the dropout process has its beginnings in the elementary school years. Also, if detection is made early, hopefully the system will develop sound interventions to upset the prediction.

This study was designed to determine whether grade 11 and 12 dropout can be predicted in grade six, using data routinely collected from regular school files. Data for male and female were analyzed separately. The study was concerned with answering the following questions:

1. According to the literature which characteristics are likely to differentiate dropouts and graduates?

2. Which of the characteristics likely to differentiate dropouts and graduates and routinely available in the regular elementary school files are potentially useful in predicting high school dropouts?

3. Which of the potential predictors are successful in predicting grade 11 and 12 dropouts?

4. Which characteristics or cominbations of characteristics identified on one sample as predictors apply equally well to other samples drawn from the same general population?

The study was divided into two phases. Phase one was designed to answer the first three questions and phase two was designed to answer question four.

Procedures

Phase One

A comprehensive review of the literature was completed to find characteristics which were likely to differentiate dropouts and graduates.

To help in determining those variables potentially useful in prediction, a t-test comparing dropout mean and graduate sample means was applied to each variable. Variables where the difference between the means was observed as significant at the .05 level were submitted to the techniques of discriminant analysis to determine predictors. The operational definition of a predictor was: a predictor is a variable or combination of variables in which group separation is significant beyond the .01 level and the variable or combination of variables identifies a minimum of 70 per cent of the gropouts while maintaining a total accuracy of 70 percent.

Phase Two

Complete data were collected on the students. The predictive weights obtained from the first phase were then applied to identify potential dropouts from the phase two population.

Each combination of variables found to be acceptable in phase one was tested to determine which variables or combinations of variables would stand up under cross-validation to the extent that it met the same standards as outlined for phase one.

An analysis was then performed to compare predicted dropouts with actual dropouts to determine the percent of dropout accuracy. Those variables or combinations of variables able to identify a minimum of 70 per cent of the dropouts while maintaining a total accuracy of 70 per cent were defined as successful predictors.

Results

Three male and 14 female variables or combination of variables met the operational definition of predictor. Conclusions that can be drawn from the study are presented below. It is recognized that generalization of these conclusions can meaningfully be made only to populations similar to those sampled in the present study.

1. Data available in regular elementary school files can be utilized to predict with seventy per cent or greater accuracy who will drop out of high school in grades 11 and 12.

2. Identification of future high school dropouts can be successful as early as at least grade six.

3. Prediction of male and female dropouts requires an entirely different set of independent variables.

4. Similar variables predict Canadian and American high school dropout.

6. Harden, Theron Dewey, Jr. Use of the Otis-Lennon Mental Ability Test to Determine the Basal Scores of Black Students in Order to Predict High School Dropouts in New Albany, Mississippi. University of Mississippi, 1972. 190p. Adviser: Katharine Rea. 72-25,958.

The purpose of the study was two-fold: (a) to identify attributes of black students who subsequently would drop out of a newly integrated high school as measured by the fourteen subtest areas of the Otis-Lennon Mental Ability test; and (b) to determine the areas of weaknesses as measured by the fourteen subtests of those black students who persisted in school.

The data were collected by use of a pretest and posttest. This data were summarized by grade level using the highest level of achievement and median level of achievement on each of the fourteen classification of items by type. The highest level of achievement refers to the highest score which any student within the group studied achieved on a particular subtest. The median level of achievement score refers to the Thomson method of scaling, which considers the 50-percentile of passes as median

performance and employs medians in place of means as expressions of control tendency. The grade level test refers to the four grade levels on each of the fourteen subtests of the data gathering instrument.

Five hundred and one students were included in three major study groups; the groups included (1) ninety pretested and posttested black students, (2) twenty-four black students classified as dropouts in the school register and (3) three hundred and eighty-seven students in the control group.

The principal findings of the study were:

1. The Otis-Lennon Mental Ability Test may be used as a predictive instrument in identifying potential school dropouts in that:

a. A marked difference existed between the test scores of black dropouts and persisting students enrolled in a predominantly white school. In thirteen out of fifty-six grade level tests studied, all of the dropouts answered at random all of the questions on the Otis-Lennon Mental Ability Test but on none of the fifty-six grade level tests was this true of the persisters. Randomness is indicated when the highest level of achievement and the median level of achievement scores are both at zero.

b. A pattern of test scores at the highest level of achievement existed among continuing students at the predominantly white school who served as the control group in the study. In fifty-four out of fifty-six grade levels, students in the control group attained the highest possible level of achievement test scores.

c. No pattern of test scores for black students was shown at either the highest or median level of achievement on either the pretest or posttest. In thirteen out of fifty-six grade levels studied, pretested blacks students improved their median level of achievement test scores on the posttest; in six out of fifty-six grade levels, pretested black students decreased their median level of achievement test scores.

2. Specific areas of weaknesses could not be determined since no pattern of test scores existed in the four grade levels of any particular subtest. Contrary to previous research in the positive relationship between verbal ability and mental ability test scores, pretested and posttested black students in the study experienced more change in the Verbal Comprehension and Verbal Reasoning classifications than in the other classifications. In the Figural REasoning and Quantitative Reasoning classifications, little change was observed in the test scores of pretested and posttested black students.

DROPOUT PREVENTION

WORK-STUDY PROGRAMS

7. Burkett, Norvel Lee. Self-Concepts of School Dropouts and School Persisters Enrolled in a Neighborhood Youth Corps Program in Northeast Mississippi. Mississippi State University, 1972. 94p. Adviser: James R. Thomson, Jr. 72-25,971.

The problem in this study was to determine whether there were significant differences in self-concept between low-income school dropouts and low-income school persisters as measured by the Tennessee Self Concept Scale (TSCS).

Subjects for this study consisted of 381 participants in a Neighborhood Youth Corps (NYC) program in northeast Mississippi. There were 330 in-school participants and 51 out-of-school participants in the 1970 summer program, during which the testing took place. The subjects were given both the TSCS and the IPAT Culture Fair Intelligence Test.

The statistical technique used in this study to analyze the data was the least-squares analysis of variance.

The study was structured around 15 null hypotheses, Hypotheses 1 - 12 predicted that there would be no significant differences between means of dropouts and persisters as measured by the following sub-scales of the TSCS: Factor A (Total Positive Score), Factor B (Self Criticism Score), Factor C (Identity Score), Factor D (Self Satisfaction Score), Factor E (Behavior Score), Factor F (Physical Self Score), Factor G (Moral-Ethical Self Score), Factor H (Personal Self Score), Factor I (Family Self Score), Factor J (Social Self Score), Factor K (Variability Score), and Factor L (Distribution Score). Hypotheses 13 - 15 stated that there would be no significant differences between means of dropouts and persisters as measured by the TSCS when interaction of main effect (persister-dropout) and intelligence, sex, and race were considered.

The findings revealed significant differences between means for 10 of the first 12 hypotheses. On the following nine sub-scales, persisters had a score significantly higher (at the .01 level) than the dropouts: Total Positive Score, Identity Score, Self Satisfaction Score, Behavior Score, Physical Self Score, Moral-Ethical Self Score, Personal Self Score, Family Self Score, and Social Self Score. On the Self Criticism Score, however, dropouts scored signficantly higher (at the .01 level) than persisters.

Interactions of Main Effect X Intelligence and Main Effect X Sex reflected no significant differences. The Interaction of Main Effect X Race indicated significant differences for Factor I (Variability Score) and Factor L (Distribution Score) of the TSCS. When Duncan's multiple range test was applied to Factor K, the following significant differences were found. White dropouts' mean was at the .01 level of significance higher than the means of the black dropouts and the black persisters. The white dropouts' mean was at the .05 level of significance higher than the white persisters' mean. Further analysis of Factor L indicated that the white dropouts' mean was significantly higher (at the .01 level) than the mean of white persisters.

8. Gibbs, Ronald Kenneth. An Evaluative Analysis of a Junior High School Work-Study Program in the Lansing, Michigan Public Schools. Michigan State University, 1972. 179p. 73-12,716.

Similar to many school districts across the United States, the Lansing Public Schools have been faced with an increasing dropout rate. Recognizing the ineffectiveness of certain aspects of the curriculum toward a segment of the school population, the Lansing School System has implemented various compensatory programs. One such program, the Individualized Work Experience (I.W.E.) program was designed as a preventive dropout program for disadvantaged students. The program provides for (1) the early identification of potential dropouts, (2) a flexible curriculum upon the work-study concept, and (3) students within the program to meet the requirements for high school graduation.

The purpose of this study was to evaluate whether or not participation in the Junior High I.W.E. program has had positive effect on students within particular cognitive and affective areas.

Methodology

The research design was the parallel-group method of analysis. Forty-one I.W.E. students from three Junior High Schools were matched with students in the regular school program on the basis of age, race, sex, grade, I.Q. stanine, grade-point average, and citizenship average.

Each group was measured separately on six dependent variables, those being--attendance, reading and arithmetic achievement, dropout potential, self-concept, and achievement motivation. Comparative results for both groups were statistically treated by means of a two-way analysis of variance for each variable to determine whether the findings reflected the effect for schools, the program, or the interaction of schools and program. Further, a multi-variate analysis of variance was used to treat all six dependent variables as a single dependent variable in order to ascertain overall differences between the two groups.

The null hypothesis was used for the six dependent variables. The hypothesis states: There will be no difference between the experiment and control groups in attendance, achievement in reading and math, dropout potential, self-concept and achievement motivation as a result of student participation in the I.W.E. program.

Participating students, the professional staff, parents, and employers were asked to respond to questionnaires for the purpose of accessing their feelings and attitudes toward the I.W.E. program.

Results

The null hypothesis was upheld for achievement in reading and math, dropout potential, self-concept, and achievement motivation but was rejected at the .05 level of significance for attendance.

Results of the questionnaires from all groups were highly positive toward the I.W.E. program. Though the measured results of dropout potential, self-concept, and achievement motivation recognized no significant gains for I.W.E. students, the questionnaire results did reflect a positive movement toward lower dropout potential and higher self-concept and achievement motivation for participating I.W.E. students

Conclusion

Relating the results of the study to program objectives, it can be concluded that the I.W.E. program (1) seems to increase school attendance, (2) does not significantly increase achievement in reading and arithmetic, (3) seems to give students the opportunity to gain a healthy self-concept, (4) tends to give student positive attitudes about the importance of knowledge as a means toward life success, (5) helps to give students a stronger desire to stay in school until high school graduation, (6) helps to improve behavior to better get along with others, and (7) provides students with the opportunity to learn more about the job market and the world of work.

9. Switzenberg, Merrill John. An Appraisal of the Work-Study Programs of the Neighborhood Youth Corps in Selected Wisconsin School Districts. University of North Dakota, 1972. 245p. Adviser: Clyde M. Morris. 73-15,308.

This study was designed to examine the effectiveness of the work-study program in eleven selected similar Wisconsin Neighborhood Youth Corps districts involving 145 schools and 739 students.

Three null hypotheses were:

1. Programs of work-study would have no holding effect on potential dropouts who were economically disadvantaged.

2. There are no significant differences in grade-point averages prior to and following enrollment in the work-study program.

3. There is no similarity between the dropout or potential dropout student of the eleven selected Neighborhood Youth Corps districts; nor could the potential dropout in these schools be identified in the context of the national dropout syndrome.

Four ancillary questions were generated:

1. Did this study provide information which would be in conflict with the literature?

2. What was the organizational pattern of the N.Y.C. programs in Wisconsin schools?

3. What did the study reveal on the administration, supervision, and staff of the programs within the N.Y.C. districts?

4. Why were participants in the N.Y.C. programs in Wisconsin hired exclusively by the school; are not other agencies eligible to employ the work-study student?

The normative-survey method of research was used and the director of each administrative unit supplied information about the enrollees on student survey forms designed by the researcher. Students of the schools were compared on the basis of academic and demographic variables.

A one-tailed t test with a .05 level of significance, was established for the retention or rejection of the null hypothesis.

The findings of the study indicated that of the 739 participants in the program, twenty-seven, or 3.65 per cent, of the students became dropouts compared to 30 per cent at the national level. Although the first hypothesis was retained, observation indicated that often only the most desirable students were stationed in the schools. This factor and the lack of funding would indicate the reason for the difference in percentages.

It was determined that the mean grade prior to the program was 83.3. After one year in the program, the mean grade of the enrollees was 83.7. The t test ratio was found to be 3.31; therefore, the second null hypothesis was rejected and the conclusion is that the academic performance in the first year of working was better than that of the previous year.

The third null hypothesis was not rejected completely, because the data presented indicated that there was a similar pattern between and among the students in the selected N.Y.C. districts and the students identified by the national dropout syndrome.

It was noted by the researcher that one of the weaknesses in the N.Y.C. programs was the lack of uniformity of program administration. In fifteen counties, almost one-third of the state, there was not a program because of a lack of a sponsor.

At the local level, supervision was inadequate and supvisors were not always qualified to handle the role. At the district level, lack of staff and time tended to stifle the follow-up evaluation of the progress of the enrollees.

Any nonprofit organization is eligible to employ the work-study student. In some instances, indictments may be made of local school authorities who were more concerned about the contribution of the program to the school than they were about the contribution of the program to the student.

This study has shown that the Neighborhood Youth Corps programs in Wisconsin have been effective, and that they could be made more effective.

10. Enteen, Norman. Effectiveness of a Work-Experience Program for Potential Junior High School Dropouts. University of Florida, 1968. 76p. Adviser: James L. Lister. 69-10,986.

This study examined the effectiveness of the Junior High School Work-Experience Program for potential dropouts in the State of Florida. The program provided students with the opportunity for a modified school program on a half-day basis. During this time, in addition to receiving instruction, a group of potential dropouts took part in group and individual counseling with a teacher-coordinator. He was responsible for approximately 15 students; it was his job to make school meaningful and to arrange for part-time, supervised employment for his students.

The purpose of this study was to determine if such an approach could be successful in reversing the dropout process, thus reducing the dropout rate. In this investigation, each student in the work-experience program was matched with a student in a regular junior high school program.

The experimental group consisted of the 116 male participants in the work-experience program operating in seven Dade County, Florida junior high schools. A control group of 116 male students was obtained from six regular junior high schools in the same county. The criteria for forming matched pairs were: age, ethnic group, previous conduct and scholarship grades, numbers of years retained, aptitude and achievement test scores, previous attendance record, and bases for being selected for the work-experience program.

Data on the following factors was collected on each student at the end of the 1967-68 school year; date the individual transferred, was removed from work experience or dropped out (if applicable); school behavior, juvenile delinquency; attendance and tardiness; and academic achievement. Also, an interest inventory and achievement tests were administered. Comparisons were then made to ascertain whether participants in the work-experience program had: (1) a lower dropout rate; (2) more appropriate school behavior; (3) a lower rate of delinquent acts; (4) better attendance and tardiness records; (5) a more favorable attitude toward school; and (6) better academic achievement.

Statistical analyses included t tests of mean differences for matched pairs and a chi-square test for comparing the dropout rate of control and experimental groups.

When compared with the regular junior high school program, the work-experience program was found to be successful in reducing the dropout rate. Only one-fourth as many boys in the work-experience program dropped out, a difference which was significant beyond the .001 level.

School behavior of the experimental group was significantly better, as measured by conduct grade-point average and frequency of misconduct incidents. Also, the average number of delinquent acts committed was statistically higher for the control group.

Rates of absence and tardiness were found to be significantly lower for those participating in the work-experience program. Several explanations were offered for this finding. The students could not report to work on a day that they did not attend school. Also, the teacher-coordinator took a personal interest in his "boys" regarding attendance and tardiness and stressed their importance through counseling and home contact.

The School Interest Inventory revealed that members of the experimental group had a more favorable attitude toward school and were less likely to drop out, than students in the control group. However, both groups produced average scores which are characteristics of potential dropouts. This suggested that the work-experience program had temporarily reduced the dropout rate, and that its participants required further attention.

Although scholarship grade-point average was found to be significantly higher for the experimental group, results on standardized arithmetic, reading and language achievement tests did not show a significant difference between the two groups.

These findings suggest that the Junior High School Work-Experience Program is an effective method for dealing with the dropout problem; however, it is not a cure-all.

11. Goodman, Steven Edward. An Analysis of the Role of the Teacher-Coordinator in a Work-Experience Education Program for Potential School Dropouts. [Please note: to obtain a hard bound copy, order from Education and Training Associates, 42 Pleasant View Drive, Piscataway, New Jersey, 08854]. University of Rochester, 1969. 286p. 70-2932.

The purpose of this study was to examine the expectations that are held for the teacher-coordinator in the School to Employment Program (STEP) designed to serve potential school dropouts in New York State. The expectations focused upon were those held by the teacher-coordinators themselves, other classroom teachers, school administrators, work supervisors, and, where available, chairmen of the community advisory council.

The rationale for this study was that role expectations are a basic dimension in an organization (Getzels and Gube, 1957) and that consensus in member expectations (a) legitimizes the role system of an organization, (b) defines the normative range of behavior allowed each members in performing his roles, and (c) sanctions a defined area of freedom for initiating performance and interaction (Stogdill, 1959)

A role expectation questionnaire was developed composed of 53 possible tasks or responsibilities that a STEP Teacher-Coordinator could perform. The self-administered questionnaire was completed by 30 STEP Teacher-Coordinators, 38 other teachers, 19 administrators, 25 work supervisors,

and five community advisory council chairmen representing 32 school districts in New York State that participate in the School to Employment Program (STEP).

Post-questionnaire interviews were conducted using an interview schedule which was designed to obtain information regarding the perceived reasons for different degrees of consensus obtained in the analysis of the results of the Role Expectation Questionnaire. The interview sample included six STEP Teacher-Coordinators, six teachers, six work supervisors, six administrators, and two community advisory council chairmen from a total of six randomly selected school districts.

The differences in the frequencies of scaled responses to items on the Role Expectation Questionnaire were tested for significance using the Chi-Square Test for K Independent Samples. Interview responses were analyzed item by item.

The data obtained from the Role Expectation Questionnaire were analyzed to determine the degrees of agreement and disagreement among and between the incumbents of the positions of STEP Teacher-Coordinator, teacher, administrator, work supervisor, and community advisory council chairmen.

The responses to the role expectation questionnaire indicated that there was consensus among the five groups concerning 47 of the 53 items on the instrument. The consensus was all in the direction of tasks that the STEP Teacher-Coordinator should perform. The only item on the role expectation questionnaire that indicated disagreement among and between all groups, concerned the expectation that the STEP Teacher-Coordinator "allow STEP students more physical freedom during school hours than is allowed for non-STEP students."

Chi-square values significant at or beyond the .05 level of confidence were obtained for only six items. The content of the items that yielded statistically significant differences between groups included home visitations, the preparation of outlines for classes, bringing outside resource people into the school for classes, being a member of the STEP student selection committee, holding group meetings for parents of STEP students, and writing individual progress reports to teachers who have STEP students in their classes.

The post-questionnaire interview responses indicated that the respondents felt the reasons for disagreement among the groups were caused by misunderstanding about the purposes of the program, differing individual educational methodologies, differing degrees of empathy toward these students and the program by staff members, and the feeling by some teachers that the students should be more involved in "school work."

As a result of finding much consensus among all groups concerning the expectations for STEP Teacher-Coordinator's role, the following recommendations were made:

1. That the departmental assignment of the STEP Teacher-Coordinator and proximity to the administrator of the program be reviewed.

2. That a separate department, whose staff are geographically close and few in number may reduce the functional interdependence with other groups within the school that are not totally involved with the program.

3. That the assignment of the part-time STEP Teacher-Coordinator to a full-time position or extending his position beyond the regular school year may alleviate the potential difficulty of not being able to provide adequate counseling and job visitation time due to the possibility of an overload on his role.

4. That the STEP Teacher-Coordinators interaction with outside employers, supervisors, community agencies, and other groups must be legitimized.

5. That school districts should consider a district or countywide advisory council rather than one council for each work-study or cooperative education program. Such a council could help to avoid duplication and inconveniences to employers who are queried by many representatives of school districts.

12. Weil, Philip E. The Holding Power of a Work-Study High School for Dropouts. Rutgers University, The State University of New Jersey, 1970. 99p. 71-19,416.

The main focus of this research was to investigate factors related to the holding power of The Education Center for Youth, an ungraded work-study high school for dropouts in Newark, New Jersey. The 288 students (190 graduates and 98 non-graduates) who had been enrolled at the Center from December, 1964 to August, 1969 made up the sample. Also, a pilot study involving 75 of the students was undertaken to see whether the philosophy of the school could be implemented by innovative approaches to teaching and learning. Finally the retention rate at the Center was compared with the holding power of another Newark high school, the Central Evening Adult High School, whose student body consists mainly of school dropouts.

The variables that were studied in relationship to holding power included those in the general areas of standardized test results, academic achievement, job categories, and socio-personal factors. The statistical instruments used in this aspect of the study were chi square, significance of the difference between means of independent samples (t test), and the significance of the difference between variances for independent samples (F test).

The pilot project related in the philosophy of the school involved 75 students who participated in a test-retest program in basic arithmetic and reading skills. Controls consisted of methodological and text approaches

in the teaching and learning of arithmetic and English. Two-way and one-way analyses of variances were employed to test independence.

The comparison of the holding power of the Education Center and the holding power at the Central Evening Adult High School (from December, 1964, to August, 1969) was made by testing the significance of the difference between independent proportions (z test).

Results

Summary of study of variables related to holding power

The following variable were significantly related to a student's remaining in the program until graduation.

1. Grade at time of originally dropping out of high school--the higher the grade, the greater the probability of success ($p < .001$).

2. Length of time that had elapsed since the student originally dropped out of the regular high school--the longer the time, the greater the probability of success ($p < .001$).

3. Age of the enrollee at the time of entering the program--the older the enrollee, the greater the chances of graduating ($p < .001$).

4. Job categories--greater success was noted when the student worked for cooperating firms with flexible personnel policies ($p < .01$).

There appeared to be no significant relationship between success and the following variables.

1. Standardized test scores.
2. Academic achievement at the Center.
3. Sex of the students.
4. Marital status of the parents.
5. Size of family of orientation.

Summary of pilot project on basic skills

Neither methodology nor type of text nor the interaction between the two variables had any significant effect upon improvement in arithmetic fundamentals.

In the English area, more flexible, non-structured approaches appeared to have a significant effect upon improvement in reading comprehension ($p < .05$).

Holding power at the Center compared to that at Newark Central Evening Adult High School

The retention rate at the Education Center (66.0%) differed significantly with that at the Newark Central Evening Adult High School (30.5%) at better than the .0001 level.

Conclusions

The variables of grade at time of dropping out, elapsed time, and age seem to form a cluster that indicates maturity as being of prime importance for success at the Center. However, considering that the students at the Evening High School are also older students, an unhypthesized observation might be that success could be a function of either maturity, the Center's program itself as an independent variable, or some interaction of the two.

The results of the pilot experiment in basic skills and the relationship of job categories to success in the program seem to point to the importance of flexibility in approaches and attitudes when dealing with dropout students.

The findings and observations also point to a future emphasis on campaigns to change the school rather than to stay in school.

13. Munisteri, Anthony. A Study of the Holding Power of a Cooperative Education Program for Male, Potential Dropouts, in an East Harlem, New York City, Vocational High School. Columbia University, 1971. 106p. Adviser: Michael J. Murphy. 71-28,010.

The purpose of this study is to evaluate the holding power of a cooperative education, or work-study program, as it affected a specified student sample of potential dropouts of maximum grade 10, and minimum age 16. The target school is an all-boys vocational school in East Harlem, New York City.

The data bank was comprised of the target school's live register and "dead" files, the students' permanent records and daily attendance cards, records of admissions and discharges, subject class cuts, and out-of-school employment reports related to the cooperative education program.

The data that was compiled was recorded in nine appendices, and presented and analyzed in five tables. The results grew out of an ex post facto compilation and comparative analysis of the records of two groups of students assumed comparable, one group exposed to the cooperative education program, and the other to the regular vocational program.

The variables controlling the population samples of both groups, were male sex, maximum grade 10, minimum age 16, registration in a terminal vocational program, and in attendance within a specified two-year time period. The total number of students involved in this study was 62.

As a result of this investigation, it was found that for the two year period:

a. There were approximately 50 percent more students in the cooperative education program who persevered or did not drop out, than there were in the regular vocational program.

b. The cooperative education students were motivated to attend school (and go to work) more often; had a better record of punctuality and a lower record of subject class cuts, than the students in the comparison group in the regular vocational program.

c. The students in the cooperative education program were motivated to learn more effectively so as to advance an aggregate of 32 more terms than the students in the regular program.

d. Six times as many cooperative students as those in the regular program advanced enough grades to graduate.

DROPOUT PREVENTION

OTHER VOCATIONAL PROGRAMS

14. Quinn, Benjamin Richard. An Examination of Certain Variables Associated with Personal and Social Adjustment Change in School Dropouts Enrolled in a Retraining Program. Oklahoma State University, 1965. 149p. Adviser: Edwin E. Vineyard. 66-4063.

The principal objective of this study was to investigate the personal and social adjustment change that came about in a group of dropout students who had undergone a retraining program. Change evidenced by these subjects was compared with that of a control group of subjects who did not undergo retraining. Further, the relationship of personal and social adjustment change to certain personal and family history characteristics was examined.

The subjects used in the study were those students who participated in the Oklahoma City Dropout Retraining Program. These 160 subjects were referred to as the experimental group and were sub-divided according to the type of program they pursued: (1) combination training, (2) vocational training, (3) academic training. The control group was also sub-divided: (4) the early redropout control group, (5) the no treatment control group.

Assessment of personal and social adjustment was made through utilization of the three major scales of the California Test of Personality, which was administered on a pre-post test basis. Chi-square analysis was the primary method of treatment. "F" and "t" tests were also used for additional and substantiating data.

It was found that the experimental and the control groups did, in fact, evidence significant change in personal and total adjustment scores.

The experimental group, however, did not change significantly in social adjustment, although the control group did evidence change in this area. Generally, the control groups evidenced greater change than did the experimental groups in social and total composite adjustment. None of the three experimental subgroups indicated significantly greater change when compared with each other. This was also true of the two control groups who were compared to each other. When experimental subgroups were compared to control sub-groups, both the redropout control group and the no treatment control group indicated a significantly greater degree of adjustment change when compared to combination and academic retraining groups. Analyses comparing the relationship of dependent variables of Total Composite Adjustment Change, Personal Adjustment Change, and Social Adjustment Change with personal and family history characteristics revealed only one significant factor. Married students seem to indicate a greater degree of positive change in terms of Social Adjustment than did their single, divorced, or separated counterparts.

An attempt was made to interpret results on several different bases. A major conclusion that may be drawn in regard to the data presented in this study is that if a goal of personal and social adjustment change is desired, it is most advisable to provide some type of treatment directed expressly for this end. The evidence presented would seem to indicate that such change does not come about as a result of involvement in the training program, per se, and that dropout students' involvement with academic and/or vocational upgrading does not, in and of itself, bring about changes in personal and social adjustment on a short-term basis.

15. Boggs, Gerald Eugene. A Comparative Analysis of the Impact of Various Types of Curricula on the Vocational Success of School Dropouts. Oklahoma State University, 1967. 111p. Adviser: Harry K. Brobst. 71-14,281.

Scope and Method of Study: The primary objective of this study was to evaluate three experimental curricular approaches to "rehabilitating" school dropouts in the 1964-65 MDTA School Dropout Rehabilitation Project. Evaluation was in terms of seven measures of vocational success obtained for the year immediately following conclusion of training.

Subjects consisted of persons who received vocational skill training in combination with academic training, persons who received only vocational skill training, persons who received only academic training, and persons who received no training or who dropped out of the program before completing 15% of the required course of study. These were designated as subjects in the combination, vocational, academic, and control groups, respectively.

The basic design was ex post facto in nature in which subjects in the experimental and control groups were compared on a posttest basis on the following variables: entry into the labor market, employment status, number of jobs held, number of days employed, weekly wages, job satisfaction,

and job performance. Information pertaining to the seven operationally defined vocational success measures was obtained primarily by means of face-to-dace interviews conducted in conjunction with the Oklahoma State University School Dropout Study sponsored by the Ford Foundation. Both subjects and employers were contacted as part of the follow-up campaign to obtain data relating to the vocational success of 162 subjects. Instruments utilized in collecting data were the Youth Opportunity Follow-Up Survey Form, the Brayfield-Rothe Job Satisfaction Questionnaire, and the Goertzel Job Success Scale.

Findings and Conclusions: Analyses among experimental and control groups resulted in significant differences on three vocational success variables. These were entry into the labor market during the year following training, employment status at the one year time following training, and the number of days employed during the year following training. Between group comparisons of all possible pairs of groups made following rejection of the hypotheses relative to the three variables discussed above, indicated a trend favoring subjects in the combination and vocational groups.

Results significantly favored subjects in the vocational group orver subjects in the control group on entry into the labor market; subjects in each of the combination and vocational groups over subjects in the control group on employment status at the one year time following training; and subjects in each of the three experimental groups over subjects in the control group on the number of days employed during the year following training. Subjects in the combination and vocational groups were also found to be significantly favored over subjects in the academic group on the number of days employed.

The trend continued to favor subjects in the combination and vocational groups on two variables where non-significant differences were noted among the four groups. Mean weekly wages and job satisfaction scores were highest for these two groups. Mean weekly wages were higher for subjects in the academic group than for subjects in the control group, but job satisfaction scores were lower for those subjects who received only academic training.

On two variables where non-significant differences were noted among the experimental and control groups, namely job performance rating scores and the number of jobs held during the year following training, the trend was not discernible.

Considering the general trend which occurred throughout most of the data indicating that subjects in the combination and vocational groups enjoyed the greatest degree of vocational success during the first year following training, the conclusion was made that these two curricular approaches were the most effective in "rehabilitating" these particular school dropouts.

Recommendations pointed out the need for conducting such research on a more longitudinal basis and utilizing selection procedures which would allow more control to be exercised.

16. Newbury, David Norman. An Evaluation of a Dropout Prevention Project in Hazel Park, Michigan. Wayne State University, 1967. 262p. Adviser: Roland C. Faunce. 68-2100.

This study was designed to evaluate a federally supported, secondary dropout prevention project in a predominantly "blue collar" suburb of Detroit.

The Study and Vocational Skills (SAVS) program is characterized by core teaching in small groups (15 students), activity centered learning, numrous field trips, and early exposure to pre-vocational and work-study experiences. Potential dropouts were associated with special education students in a separate building.

Changes in attitude, behavior, self-concept, dropout potential, absenteeism, dropout rate, and achievement scores were assessed.

The adequacy of staff selection in terms of such characteristics as the teachers' acceptance of students, democratic processes, their role in guidance, lack of subject matter bias, and understanding of the learning process was evaluated.

Possible deleterious effects of segregating students and associating them with special education were examined.

Samples established for comparative purposes included: (1) Ninth grade potential dropouts (Hereafter, potential dropout will be abbreviated as PD.) who experienced SAVS for two full years. (2) Eighth grade PD's with one full year in SAVS. (3) Eighth grade PD's who refused optional enrollment and remained in junior high school. (4) Seventh grade PD's who had been identified for eighth grade placement in SAVS. (5) A representative seventh grade sample. (6) A representative ninth grade sample.

Both standardized and locally developed instruments were administered to all groups. Achievement was measured using the CATB in conjunction with the CTMM. Dropout potential was measured with Cottle's School Interest Inventory. "Bill's' Junior High School Index of Adjustment and Values" was used to assess self-concept. Twenty-seven PD's and the SAVS staff were interviewed. Attendance and dropout information was gathered from school records.

Statistical treatment, done largely by computer, included analysis of covariance, item analysis using the chi square technique, t-tests, and simple computation of means and percentages.

It was found that:

1. Even when I.Q. was partialled out by analysis of covariance, eighth grade SAVS students only did as well on achievement test as PD's who remained in the junior high school.

2. Both SAVS groups showed significant reduction in dropout potential compared to seventh grade PD's. Eighth grade SAVS students were equal in dropout potential to the representative seventh and ninth grade students and significantly lower than eighth grade PD's who remained in junior high school.

3. The School Interest Inventory and "Junior High School Student Opinion Quiz" documented significant improvement in SAVS students' attitudes, perceptions of teachers, and concerns about grades and failure.

4. Self-concept scores of the SAVS eighth grade were equal to the two representative groups and significantly higher than the two groups of non-SAVS PD's.

5. Compared to other district secondary staffs, the SAVS teachers were significantly "more adequate" in terms of the characteristics used in their selection.

6. Association of the SAVS program with special education was a determinant in the students' voluntary entry. However, having experienced the program, SAVS students showed more positive reactions toward their peers and school than did any non-SAVS sample group.

7. SAVS absenteeism changed from significantly higher than the rest of the student body to significantly lower.

8. Dropout percentage of sixteen year-old ninth graders was 16.8 for SAVS and 39.7 for the high school.

Conclusions

Small group, core teaching by accepting teachers with a vocational emphasis was effective in changing attitudes, behavior, school interest, self-concept and dropout tendencies. "Success experiences" evidently overcame possible negative effects of separate facilities and special education association.

Although improvement in achievement was not evidenced, the efficacy of standardized group tests in evaluating PD's is questionable since the program de-emphasized academic teaching and testing modes.

17. Gadbois, Robert Leon. A Study of the Relative Holding Power of the Academic, the Industrial Arts, and the Vocational Curricula of the High Schools of Colorado Springs, Colorado; Compared on the Basis of the Magnitude of Student Scores of Probability Towards Dropping Out. Colorado State College, 1968. 101p. 68-11,890.

This study was designed to measure the holding power of the academic or college preparatory curriculum, the industrial arts curriculum and vocational curriculum in the district under study and thus assess the appropriateness of the various curricula for students with various degrees of potential to drop out.

The problem that existed was to devise a method of measuring the relative holding powers of the various curricula, that would equate students in terms of their probability to become dropouts while taking into consideration the differences which exist between the individual students. It was the contention of this investigator that many of the previous methods of comparing various high school curricula had not been completely valid because these studies dealt with the total numbers of dropouts that had apparently been generated by the various curricula and did not take into consideration the relative abilities or capabilities of the individual students. This study proposed to control or minimize these differences by equating or matching students from various curricula by the numerical value of the magnitude of their individual scores of probability to become a dropout.

The investigation employed the collection of data on 1,019 male tenth grade students in attendance at the Colorado Springs high schools during the 1962-1963 school year. The data collected included the following items: student identification, school attended, curriculum pursued, area of specialization in regards to the industrial arts and vocational courses, factors relative to dropping out (if student became a dropout), evidence of graduation (if student graduated from the district), student's age, length of time in the district, recent scholastic aptitude test score, recent reading test score, recent achievement test score, grade placement, attendance record, amount of participation in extra-curricular activities, occupation of head of the household, the sibling relationships, and evidence of any physical disabilities. The curriculum identification, with the areas to be included in the study, and the evidence of dropping out or graduation reduced the number of potential sample students to 329 academic students, 125 industrial arts students, and 51 vocational students. The factors recognized as having measured predictability in identifying dropouts were recorded on a dropout data form devised by the Colorado State Department of Education. Two separate applications of the dropout data form were made--one on information available in May, 1963, and one on June, 1965, information.

Machine processing of the probability scores were generated by student data recorded on business machine cards. The machine processing was accomplished through the use of a multiple regression equation which utilized individual factor weights determined through the State Department's

extensive experience with the instrument. A final 150 student sample was developed by numerically matching the 1963 probability scores of the academic student group and the industrial arts student group to that of the smallest group, the vocational student group.

A number of comparisons and observations were made possible by examining the characteristics of the final sample. They concerned such things as: the changes which took place in the individual and group probability scores, the matter of whether the final curriculum groups had remained typical of the parent groups and the relationships between the magnitude of the probability scores and the success or failure of the students in terms of school completion. The most significant finding of the study was that the matching process identified twenty-four dropouts of which eleven were included in the academic curriculum area, seven were in the industrial arts area and six in the vocational area.

Keeping in mind that the conclusions were pertinent only to this study, it was concluded that the vocational and industrial arts curricula had greater holding power than the academic curriculum. This was particularly true for the students who had measurably high potential to become dropouts. The "practical" type of curriculum of the vocational and industrial arts areas was more nearly meeting the needs of the students who were inclined to drop out and it appeared that this type of curriculum was preventing or reducing the incidence of dropping out. Because of the relatively small measured difference in effectiveness between the industrial arts and the vocational curricula areas, no distinction, in terms of the relative merits of each, was made.

Several recommendations were espoused. The major one was that dropout probability scores should be considered in the counseling and programing of students. It was recommended that provision be made to obtain scores on more students. Representation of all the curricula areas would probably enable a researcher to make specific recommendations to a number of programs rather than just the ones covered in this study.

Further studies of this design were recommended for other districts, and very possibly the findings could be compared in a manner which would provide a composite picture of a region or even an entire state. The findings could then be given more credence and possibly be instrumental in affecting a significant reduction in the incidence of dropping out.

18. Miller, Clarence Melvin. An Experiment Designed to Determine the Holding Power of a Work Experience Program for Students Classified as Potential Dropouts. Colorado State College, 1968. 180p. 69-2860.

In High School District 214 in Mount Prospect, Illinois, 10 per cent of the students drop out of school each year. This problem is considered to be an educational one and needs to be solved to help youth achieve meaningful success in their environment and to become intelligent, productive,

participating adults. The reason for making this study was to try a special method of reducing the dropout rate in this school district to see how effective it would be.

The problem of this study was to determine the school's holding power of students classified as potential dropouts, if they were placed in a specially designed work experience program. Four sub-problems were analyzed. This study determined if the students in the experimental or work experience group received higher grades than students in a control group; it determined if attendance of students in the experimental group was better than attendance of students in the control group; it determined which group created the most discipline problems; and it determined which group participated more actively in extra-curricular activities.

The population with which this study is concerned is comprised of 462 students in Illinois High School District 214 who were identified as potential dropouts.

All 462 students who were identified as potential dropouts were invited to participate in a work experience program. Of those invited 105 accepted.

The work experience group of students were identified as the experimental group. A control group of 105 students were formed from the 357 remaining potential dropouts. These students were randomly selected by school and were not as aware of their part in the experiment. They continued their course of study as they normally would.

A work experience curriculum was organized for the students in the experimental group. The students attended four classes during the school day and worked in the school building in the afternoon.

The experimental group attended three classes with the regular school population, these being three of the following: physical education, English, history, and science or mathematics.

The experimental students also participated in a class organized as a work related class. This class was taught by a counselor who was also the director of the project. The counselor devoted two-three hours daily to the program including one hour teaching the class. This class was designed to present occupational-technical curricula, to develop better communication skills, and the technical processes which incorporated a work approach to the vocational fields.

The related class was also the focal point for discussion of problems. The counselor in charge used the group counseling technique when appropriate, but also used individual counseling sessions when needed. Much emphasis was placed on developing good attitudes toward school and work.

At the end of the school year (1966-67) the records were evaluated. The chi square non-parametric median test was used to determine the level of significance between the two groups comparing grade point averages, days absent from school, number of discipline problems and number of extra-curricular activities. The null hypothesis was either accepted or rejected in each case.

Basically, this study produced no significant difference at the .05 level that the work experience program contributed to the holding power of students in the school.

This study produced sufficient evidence to indicate that the work experience program had a positive effect on grade point averages of students classified as potential dropouts.

This study produced no significant difference at the .05 level to indicate that the work experience program reduced the number of discipline problems in which potential dropouts were involved.

This study produced no significant difference at the .05 level to indicate that the work experience program improved the attendance of potential dropout students.

This study produced no significant difference at the .05 level to indicate that the work experience program was responsible for increasing the number of student activities in which potential dropouts participated.

An analysis of the data by individual schools offers evidence from which one can infer that in some schools the work experience program was beneficial for some students.

For example, in one school a significant difference in the number of dropouts was found. In other schools a significant difference was found for grade point averages and for attendance.

19. Spencer, Samuel Junius. Personal Correlates of Success of High School Dropouts in a Manpower Development Training Act Program. Ohio University, 1968. 181p. Adviser: Donald A. Green. 69-5103.

The purpose of this study is to examine the relationship between the completion of manpower training courses by high school dropouts and certain personal data and test variables to (1) determine if there is an association between one or more of the variables and the completion of training, (2) determine if trainees who complete their training differ from those who do not complete their training, and (3) determine if variables identified as differentiating between success or failure for a group of trainees have value when used to predict success or failure for other trainees.

The sample for this study consisted of 376 male high school dropouts who enrolled in manpower training courses at the Southern Ohio Manpower and Technical Training Center, Jackson, Ohio, during the year of 1965. Data were collected from records in the office of the Center and from thirteen offices of the Ohio Bureau of Employment Services.

To distinguish trainees who experience success from those who failed to complete their training programs, a completed-not-completed criterion

group dichotomy was used. All trainees who graduated from the Center were counted in the completed group, and those trainees who voluntarily withdrew from training without good causes or were dropped by the Center were classified in the not-completed group.

The variables analyzed by chi-square statistic were military status (veteran or non-veteran), residential classification (urban or rural) and marital status (married, single or divorced). Variables analyzed by Hotelling's T^2 statistic were years of schooling completed, age, number of dependents, years of work experience, number of months employed on last job, and the nine sub-tests of the General Aptitude Test Battery.

Three major null hypotheses were explored. First, it was predicted that there was no association between the completion of manpower training courses by male high school dropouts and the following personal data variables: military status, residential classification and marital status. Secondly, it was expected that there was no difference between the means of the group completing training and the group not completing training with respect to personal data variables. Thirdly, it was anticipated that there was no difference between the means of the group completing training and the group not completing training with respect to test (GATB) variables.

A fourth null hypothesis which predicted that success-failure based on weights derived from the initial group would not correlate with the actual success-failure of the second group was not tested, since all Hotelling's T^2 tests computed in the study revealed non-significant findings.

Findings and Conclusions

Statistical analyses of the data reveal the following findings, and permit the following major conclusions to be drawn within the limitations of the study.

1. The findings reveal that the association between the completion of manpower training courses by high school dropout trainees and the classification of trainees as being veterans or non-veterans is significant. It is concluded that proportionally more trainees classified as veterans fail to complete their training than graduate.

2. The association between the completion of manpower training courses by high school dropout trainees and their place of residence (urban or rural) at the time of beginning training is found to be significant. Thus, it is concluded that a greater portion of urban trainees fail to graduate from their training programs than graduate, and that a greater portion of rural trainees complete their training than fail to graduate.

3. The non-significant findings from chi-square analyses lead to the conclusion that the chances for trainees completing manpower training courses is not significantly influenced by whether they are married, single, or divorced.

4. No significant difference is found between the means of the completed and not-completed groups of trainees with regard to personal data variables. Therefore, it is concluded that the completed and non-completed groups of trainees are not distinguishable with respect to years of schooling completed, age, number of dependents, years of work experience, and number of months employed at last job.

5. The non-significant findings from Hotelling's T^2 analysis of the difference between the means of the completed and non-completed groups of trainees lead to the conclusion that test (GATB) scores do not distinguish trainees who complete their training from those who do not complete their training.

20. Harris, James Lee. The Enrollment Rates, Dropout Rates and Economic Benefits that Characterize the Experience of the Disadvantaged in Oklahoma's Occupational Training. Oklahoma State University, 1970. 100p. Adviser: Paul Braden. 71-11,162.

This study examined 30,000 students enrolled in full-time public occupational training in Oklahoma in the 1968-1969 school year. Details on the enrollment rates, dropout rates and economic benefits relative to disadvantaged students were investigated. Special attention was paid to the disadvantaged as defined by (1) economic measures, (2) cultural disabilities and (3) physical handicaps.

Findings and Conclusions: This investigation determined that (1) the proportion of disadvantaged enrollees in occupational training was different from the proportions of disadvantaged people in the Oklahoma population, (2) disadvantaged students had a higher dropout rate in occupational training than non-disadvantaged students and (3) economic benefits received from occupational training by disadvantaged graduates were not significantly different from those received by non-disadvantaged graduates.

21. Almen, Roy Emmanuel. The Evaluation of a Vocational Program for Dropout-Prone Junior High School Students. University of Minnesota, 1971. 156p. 72-5506.

A pre-vocational, career exploration program designed to retain potential dropouts was offered to 209 ninth grade boys and girls at the Work Opportunity Center of Minneapolis during the 1970-71 school year. The program emphasized improved student and teacher relationships, career development activities, a climate of acceptance and a non-school setting.

It was hypothesized that the WOC program would be comparatively more effective than regular academic programs in promoting vocational maturity, increasing self-esteem and improving school attitudes among dropout-prone junior high youth.

Research involved analysis of gains made by the WOC participants and by a similar group of control subjects attending regular programs. Pre-treatment and post-treatment measures were taken to determine differences between groups in gains made over a 24 week period. Covariance was used to adjust posttest results for pretreatment differences. Measures taken and instruments included the following:

(1) vocational maturity -- Vocational Development Inventory

(2) general self-esteem -- Self-Esteem Inventory, general self scale

(3) school related self-esteem -- Self-Esteem Inventory, school scale

(4) grade-point-average in regular school subjects

(5) classroom citizenship and adjustment rating average

(6) home school attendance record

(7) home school tardiness record

(8) post-treatment attitudes toward self, teachers and curriculum -- School Attitude Inventory.

Eight participating schools identified 402 dropout-prone youth. Of these, 209 were selected for the WOC experimental program and the remaining 193 were used as control subjects. The groups were found to be similar and dropout-prone on seven pretest measures and on 26 personal, familial and academic characteristics.

The experimental subjects were bussed to the Center four afternoons per week and provided training in several occupational training areas. Their mornings were spent at home schools in academic subjects. Control students remained full days at their home schools in academic programs.

Both experimental and control groups experienced attrition rates of 16%. About half of these from each group either moved or changed programs. Most of the remaining were virtually non-attenders. A few had dropped out of school or were incarcerated. Complete data were available on 175 WOC participants and on 163 control students.

Seven statistically significant gains and two losses were detected among 14 gain analyses made on the WOC male and female data. Control subjects made only two significant gains and four losses.

Only the control males failed to increase vocational maturity and self-esteem. Significant increases in school related self-esteem were made only by the WOC males and females. No improvements were made in grade-point averages by any group, but those of the control males and females actually became significantly poorer. In citizenship ratings only the WOC males improved. No improvements were noted in attendance

or punctuality but the experimental males and females increased their tardiness significantly. Finally, the WOC experimental subjects were definitely more positive in their ratings of self, teachers and curriculum in their respective programs at the end of the treatment period.

Thirteen of 20 comparisons involving the treatment groups tended to reveal greater effectiveness of the experimental program. Two comparisons favored the control groups. The WOC groups had unfavorable results in two instances and the control groups had ten. No improvements were exhibited by the WOC groups on five measures or by the control groups on eight measures.

On the basis of the limited evaluation, the WOC program appeared relatively successful and more effective than regular programs.

22. Gilbreath, Tommy Dee. An Evaluation of a Modified Coordinated Vocational-Academic Education Program for Potential Dropouts in the Austin Public Schools. Texas A&M University, 1971. 150p. Adviser: James L. Boone. 72-5729.

The purpose of this study was to determine the degree of success of a pilot program in the Austin Independent School District. The program, entitled "General Mechanical Technology," was limited to ninth and tenth grade students at one high school in Austin, Texas.

Data were collected concerning student attitudes about school by using an attitude scale constructed for this purpose. In addition, data were gathered by use of school records pertaining to attendance, academic grades, and referrals to the office for disciplinary reasons. The data were compared among these groups: the students in the program, a remedial reading group, and an "average" English class. A comparison was made for the year before the students were enrolled in General Mechanical Technology versus the year in which they were involved in the program. A periodic evaluation was conducted by administering a monthly questionnaire to determine student reaction to various parts of the program. An interview was conducted with personnel involved in the program to determine their evaluation.

Principal conclusions from this study were as follows:

1. The program was not a success in terms of its stated objectives.

2. Lack of leadership and poor coordination of teaching activities contributed to this lack of success.

3. Financial difficulties in the school system also contributed to the lack of success.

4. Some positive--though intangible--benefits of the program were enjoyed by the students.

5. The personnel involved in the program believed the basic philosophy to be sound, and if properly implemented, could bring the program to successful fruition.

Recommendations derived from the study are as follows:

1. On the basis of observed deficiencies for the first two years of the program, establish guidelines and curriculum material in printed form for the various personnel involved in the program.

2. Establish a time schedule that will allow teachers to work together in planning their activities so that their teaching methods may complement each other.

3. Provide leadership that will merge with the supervisory activities of the coordinators to give positive direction to the program.

4. Conduct a follow-up study of the students in the program at a two-year and a four-year interval to determine their success and their evaluation of the program.

5. Conduct a separate evaluation of the program when a more favorable financial structure exists and when better coordination among teachers and administrative personnel is established.

23. Scoggins, Leland C. Causes for Dropouts in High Schools of Natchitoches Parish With Implications for a Vocationally Oriented Program. Louisiana State University and Agricultural and Mechanical College, 1971. 134p. Adviser: Charlie M. Curtis. 71-20,622.

The primary purpose of this study was to determine the causes of high school dropouts in Natchitoches and to provide information that would assist in the development of broader vocational programs. Specific objectives were:

1. To ascertain the causes for students dropping out of school in grades 9 through 12.

2. To ascertain if the students were finding a solution to their needs through their high school curriculum.

3. To ascertain if the attitudes of the parents and/or guardians reflect on the attitudes and needs of the students.

4. To ascertain if teachers and administrators were displaying an interest in students who are potential dropouts.

5. To ascertain if the school would have more holding power if a greater selection of vocational or occupationally-oriented subjects were offered.

6. To determine the high school courses providing the most benefit to the dropouts in their present occupation.

7. To ascertain the association of IQ, academic achievement, and grade level attainment on the dropout problem.

8. To ascertain the association between the educational levels of parents and the dropouts as it relates to the dropout problem.

9. To ascertain the value of participation in extracurricular activities to the dropout problem.

10. To ascertain the school's evaluation of reasons for students dropping out of school and to determine if there was a relationship between the reasons they give and those given by the dropouts.

The Descriptive Survey Method, with the Mail Questionaire Technique, personal interviews with local school personnel, and the parish visiting teacher, was used in this study. The 470 respondents (271 boys and 199 girls) represented approximately 17 per cent of the total high school enrollment of Natchitoches Parish Schools.

Statistical procedures employed were frequency and percentage distributions. Processed data were organized into tabular form for presentation and interpretation.

The largest percentage of the dropouts (36.37) lived in the city, and 35.76 per cent lived in rural areas but not on a farm. Farm families had the lowest number of dropouts. Families with four children tended to have the highest percentage of dropouts.

A typical dropout was a boy 17 years old, in the 10th grade and a girl 17 years old in the 11th grade. He left school for many reasons, but the major ones were dislike for school experiences because the schools were not meeting their needs, economic situation of the home, and personal problems. He had average or above average intelligence, but did not participate in extracurricular activities. He had been enrolled in a general curriculum in school and lived with one or both of his parents who had an average monthly income of $250 or less. The dropout appeared to be socially adjusted. He was unhappy with his present job, but could not secure employment in his first choice of jobs due to lack of special training.

The largest percentage of the girls listed "homemaker" as their occupation while the largest percentage of the boys listed "armed services and laborer" as their major occupation. There were 50 different jobs reported by the 165 respondents.

DROPOUT PREVENTION

COUNSELING PROGRAMS

24. Kirby, Vernon Osbourn. An Experimental Study of an Organized Program of Teachers' and Counselors' Friendly Interest in Potential Dropouts. University of Colorado, 1966. 383p. Adviser: Calvin M. Frazier. 67-10,056.

The experimental study was designed to determine whether systematic one to one contacts between selected staff and assigned students identified to participating staff but not to themselves as potential dropouts would reduce the frequency of dropout or increase the enrollment period. The experiment was conducted without disturbing the normal operational procedures of the school; without additional staff, monies, special classes, or undue encroachment on staff personnel time.

From 1197 preenrolled sophomores in the experimental high school 146 students were identified through the examination of all available school records as possessing four or more dropout characteristics representing two or more areas of personal, social, school, family, and ability and performance. The sample was divided into five experimental subgroups and a control group. Regular scheduling had been completed before the experiment began. Assignment of students to participating staff was made without bias and with reference to prescheduling only.

The program in which the students as individuals received the regularly repeated friendly interest and attention of teachers/counselors was: friendship, students not scheduled in classes of participating teachers who arranged a visit at least once a week; classroom, students in a regular classroom situation; vocational, students in special vocational classes; counseling, regular private counseling; group counseling, students in a group counseling situation.

Comparisons were made between stays and drops and the seven early and seven late leavers. Analysis was made of items from check list reports by participating staff submitted regularly throughout the experimental period (one year), a final faculty evaluation and report, and a student questionnaire completed by members of two subgroups. Characteristics patterns were analyzed and compared.

Chi square was used to test the difference in frequency of dropout between the groups and between the various subgroups. The Fisher t test was used to test the significance of the difference between the groups by the mean number of days the drops were enrolled. Percentages were used in comparing dropout rates and a simple comparison of the means was made of the number of days enrolled.

The dropout rate for the experimental group and each of the subgroups except the friendship subgroup was considerably less than that of the control group. The friednship subgroup was especially effective in increasing

the number of days enrolled. There was a significant difference between the groups and a notable difference between the control group and each of the experimental subgroups in the number of days enrolled for those students who dropped out.

The counselors were somewhat more successful than the teachers in the subgroups with which they were working. The experiment was designed to increase contacts and use of services of the school rather than to isolate the experiences of the potential dropout to one counselor or teacher. The group counseling subgroup was the most successful, however, the results were not definitive enough to warrant the selection of one subgroup to the exclusion of any other.

The best adjustment reported was in staff-student relations which appeared to be the chief difference between the early and late leavers. The poorest adjustment reported was adjustment to school. The stays became much better adjusted personally, socially, and emotionally than the drops. The drops regressed or showed little change while the stays showed improvement in these adjustments.

The reports for the late leavers were more nearly like the stays than the drops. The differences between the stays and late leavers and the drops and the early leavers were in the degree to which the dropout characteristics were presented or in the success or failure of these students in changing preestablished attitudes and resolving difficulties so problems could be solved. Friendly counselor-teacher-student relationships are of utmost importance if potential dropouts are to be aided.

25. Inman, Willis Birch. What the School Can Do: An Experimental Study of Individualized Guidance Services as a Means to Improve the School Adjustment of Potential High School Dropouts. Indiana University, 1967. 147p. Adviser: Lee H. Stoner. 68-4731.

This study was concerned with assessing the efficacy of individualized counseling and guidance services as a means for improving the adjustment to school, and hence the retention, of potential dropout students. More specifically, the investigation sought to determine the effect of increased guidance services upon the following characteristics of high school sophomores designated as probable dropouts: scholastic performance, self-concepts, attitudes toward school, attendance patterns disciplinary referrals, behavior ratings by teachers, and rate of retention. A secondary purpose of the investigation was to contribute to the basic research in the evaluation of high school counseling and guidance services.

Methodology. From a sophomore class of 630 students, the 84 boys and girls designated as those most likely to become school dropouts were selected as the subjects fot this study. A version of the Illinois State Dropout Identification Index, adjusted by various statistical analyses to local normative data, was employed in the subject selection. Randomly assigned to experimental and control groups of equal number, the two groups were equated on the basis of pretest administration of a student's rating scale, a self-esteem inventory, a teachers' behavior evaluation, and on freshman-year grade average. Following the experimental treatment,

the experimental and control groups were again compared on the basis of the three rating scales and sophomore-year grade averages. The t test for statistical significance was applied to the within-group and between-group change scores on each instrument. In addition, item analysis was applied to the results of the posttest administration of the Student's Rating Scale. Chi square analysis of the significant relationships between the experimental group and the control group records of disciplinary referrals, truancy, and retention rates were also reported.

Major findings. (1) Although the boys in both experimental and control groups significantly improved their grade point averages during the experimental treatment period, the girls did not. The between-group differences approached statistical significance at the give per cent level only for the male subjects. (2) There were no significant between-group or within-group differences between the results of the first and second Student's Rating Scale. (3) The evaluation of counseling and guidance services by the experimental subjects was substantially higher at the end of the experiment than the evaluation by the control subjects. (4) There were no significant between-group or within-group differences between the results of the first and second Self-Esteem Inventories. (5) The between-group difference in teacher's rating change was highly significant in the direction hypothesized. (6) There was no statistically significant difference between groups in the number of disciplinary referrals. (7) the record of the number of unexcused school absences for the experimental subjects was significantly better than for the control subjects. (8) The retention rate for the experimental group was substantially superior to that of the control group.

Conclusions. The findings of this study indicated that a program of short-term, intensive counseling and guidance services does possess considerable potential as a means for improving the school adjustment of dropout-prone high school pupils. Increased guidance attention was particularly effective in improving student behavior, as perceived by their teachers; in preventing student attitudes from deteriorating; in decreasing truancy; and in helping to retain students in school. Experimental treatment did not significantly improve students' self-concepts, number of referrals for disciplinary action, nor grade point averages.

26. Lacy, Charles Lewis. A Comparative Study of the Effectiveness of Two Counseling Approaches with Potential Dropouts. Wayne State University, 1967. 15 p. Adviser: G. E. Leonard. 68-9967.

This study was an attempt to ascertain whether different counseling approaches would bring about measurable behavior differences in high school pupils. Specifically, the study explored the relative effectiveness, as measured by counselee drop out rate, of counselors who tend to give advice and those who do not.

First, a potential dropout scale was developed and tested in a pilot study. Then a number of counselors were identified who (1) had completed

the counseling practicum at Wayne State University and (2) were employed full-time as secondary school counselors. Of these, cetain counselors were selected who could be readily identified as either advice-givers or non-advice-givers by a subjective appraisal of the practicum supervisory staff who had worked with them. Six of these counselors, three identified as advice-givers and three as non-advice-givers, agreed to participate in the study. These were selected in pairs with one counselor of each approach in each of three different schools. Analyses of tape-recorded interviews of these six counselors were made by other experienced counselors and in every case, the tentative staff identification of the counselors as advice-givers or non-advice-givers was confirmed.

As a next step, potential dropouts were identified from among the counselees of the six counselors through use of the potential dropout scale developed in the pilot study. Only the counselees who had passed their sixteenth birthdays during the school year 1966-67 were studied. All such counselees were included whose names were on the official school rolls on September 30, 1966, the date on which official membership reports were made for the state.

Because the same criteria were used to identify potential dropouts from all three schools involved in the study, an assumption was made that there was no need to match schools as regards drop out rate. It was felt that, although the numbers of potential dropouts may have varied from school to school, the rate of dropping out should have varied only as a result of something other than the criteria usually associated with dropping out of school.

It was felt necessary to pair two counselors with different approaches to counseling in the same school because it was recognized that there could be a contextual effect that might result in students with similar characteristics behaving differently in different schools. It was possible to identify three such pairs of counselors, so that one advice-giving and one non-advice-giving counselor were paired in each of three schools.

At the end of the school year, the effectiveness of the counselors was measured in terms of the numbers of dropouts from among those counselees who were identified as potential dropouts. The number of dropouts of the counselees of the advice-giving counselors were compared with the numbers of dropouts of the non-advice-giving counselors through chi square analysis to see if differences were significant. The 5% level of significance was selected.

The results of the study indicate that there was no statistically significant difference in the drop out rate of potential high school dropouts whose counselors tended to give advice and those whose counselors did not tend to do so. However, there were significant results as regards the potential dropout scale developed in the pilot study. It was effective in identifying potential dropouts. In addition, qualitied counselor-judges using interaction analysis procedures with counseling interview tapes did show substantial agreement in analyzing counselor verbal behavior.

27. Hess, Tyler. Comparison of Group Counseling with Individual Counseling in the Modification of Self-Adjustment and Social Adjustment of Fifteen Year Old Males Identified as Potential Dropouts. University of Virginia, 1969. 82p. Adviser: Richard L. Beard. 70-8068.

The problem of public school dropouts remains a significant one, despite determined attempts to reduce the dropout rate over the past decade. Much of the literature related to the public high school dropout reported investigations of early identification of potential dropouts as well as followup studies concerned with the dropout. There was further evidence in the literature to suggest that more research, in the setting of public high schools, needed to be conducted concerning counseling programs with potential dropouts.

The central problem of the study was: What is the comparative effect of group counseling as compared with individual counseling on the modification of personal characteristics of potential dropouts?

There were twenty null hypotheses in the study which stated that there would be no significant differences at the .05 level between the change from pre- to post-test scores of self-adjustment and social adjustment, as measured by the California Test of Personality, when compared among the five study groups.

The subjects of the study were selected by utilization of the Pupil Holding Power Data form. The 55 identified potential dropouts were pre-tested with the California Test of Personality. Then through random assignment, five study groups were formed and treatments assigned.

Experimental Group A: Received group counseling.
Experimental Group B: Received individual counseling.
Control Group A: Received group tutoring.
Control Group B: Received individual tutoring.
Control Group C: Received no treatment.

The experimental portion of the study was conducted over a six-month period. At its conclusion, the California Test of Personality was again administered to the 55 subjects. The pre- to post-test change in self-adjustment and social adjustment was then examined by one-way analysis of variance.

The following statistical results were found: (1) There were no significant differences in the ten comparisons of change in self-adjustment scores; (2) There were three comparisons of group changes in social adjustment that were significant at either the .05 or .01 levels. The remaining seven comparisons were not significant; (3) There were no significant differences in a comparison of group changes in grade point average; and (4) There were no significant differences in a comparison of group changes in teacher evaluation.

Group counseling and individual counseling treatments resulted in a higher gain between pre- and post-test scores of social adjustment,

when compared with the three control groups of the study. However, these gains were statistically significant in only three of the ten comparisons. There was little distinction among the five groups of the study when changes in self-adjustment were examined. Therefore, it seemed reasonable to conclude that, while selected individual and group counseling procedures may help potential dropouts in the positive modification of personal characteristics, the overall results of the study were statistically inconclusive.

28. Winger, Leland Joseph. A Study of the Otto Self-Concept Improvement Counseling Technique (OSCICT) Applied to Dropouts. University of Utah, 1969. 102p. 69-18,486.

The Problem. The problem was to test, in a school situation, the ability of the "Otto Self-Concept Improvement Counseling Technique" (OSCICT), when applied to maladjusted under-achievers (dropouts), to improve (1) their self-concept as measured by the California "F" Scale, the Mooney Problem Checklist, and a specially-designed inventory rating sheet, the Winger, and (2) their scholastic ability and achievement as measured by the Iowa Tests of Educational Development and the Lorge-Thorndike mental ability measurement.

The OSCICT. The OSCICT, developed by Dr. Herbert A. Otto, Associate Professor, University of Utah, sought by emphasis on personality strengths to achieve more complete realization of an individual's total potentialities. The five major components of the OSCICT are (1) The Multiple Strength Perception Method, (2) The Minverva Experience, (3) Assigned Strength Roles, (4) Action Programs, and, (5) These Are Your Strengths Forms. The OSCICT has been successfully tested in a laboratory environment wherein healthy individuals were used. The purpose, therefore, of this study was to measure the potential and effectiveness of the OSCICT when applied to less healthy students, such as those enrolled in the projects.

Populations. The three groups used in this study were drawn from the enrollees of two MDTA Special Youth Projects. The two schools were created by funds made available under the Federal Manpower Development and Training Act of 1962, and administered by the Salt Lake City and Ogden School Districts during the 1966-68 school years. One-half the enrollees in the Salt Lake Project were given the OSCICT and used as the Experimental Group. The other half were one control group. Students from the Ogden Project were used as a second control group.

Hypotheses. It was hypothesized that the members of the Experimental Group would show improvements by (1) having a lower ending score on the California "F" Scale, (2) by having a lower ending score on the Mooney Problem Checklists, (3) by having a higher ending score on the Winger Behavior Inventory, (4) by having a higher ending score on the Iowa Tests of Educational Development, and, (5) by having higher scores at the end of the training on the Lorge-Thorndike.

Findings. It was found that it was meaningless to compare the Experimental Group with the Ogden Group because of so many significant differences at the outset. Likewise, significant differences between the Experimental Group and the Control Group made comparison difficult. Also, it was difficult to measure the Experimental Group as a group because of significant differences at the outset between male and female members.

Hypotheses 1, 2, 3, and 4, were apparently substantiated. While some of the improvements were not statistically significant, the substantiation still seemed to defensible for several reasons.

Hypothesis 5 was not substantiated.

29. Jacob, George F., III. The Initiation, Implementation, and Evaluation of Niles Township High School's Off-Campus Learning Center for Potential High School Dropouts. Northwestern University, 1972. 118p. 73-10,234.

Designed to investigate the effectiveness of a suburban school system's project for changing the behavior patterns of "potential dropouts," this study addresses itself to the program's initiation, implementation, and evaluation.

Faced with facts and figures relative to the annual dropout loss of a small percentage of capable students, and with the knowledge that numerous other students were encouraged or requested to leave school because of the presumed inappropriate behavior patterns, the superintendent directed the special education department to design a dropout prevention program.

After a thorough review of the literature pertaining to dropout prevention programs, and upon careful evaluation of the specific population requiring services, the director of special education designed a program including legal and moral rationale which he presented to the superintendent and school board for approval.

The design called for an away-from-school facility where the students could go to work out their problems free from the over-stimulation of large numbers of students attending the regular high school program. The physical plant was located downtown in a former office facility and was called the Off-Campus Learning Center. Students were bused to and from the project.

The core staff consisted of four people; two instructors, one aide, and the district director of special education. Support services such as social work, psychology, counselling, and discipline functions were performed by the regular high school staff.

Students were referred to the program by school personnel, their parents, or through self-referral. Criteria for initial referral were

established as follows: (1) the student was exhibiting behavioral difficulties, (2) experiencing academic failure despite good intelligence, and (3) had an established pattern of truancy. Admittance to the program was contingent upon: (1) the student's voluntary interest in participating, (2) his willingness to participate in a minimum of one subject at the regular high school, and (3) his parents' agreement to participate in evening parent-teacher "group advisory" sessions. The initial student population consisted of twenty-four boys who were randomly selected from a group of fifty-four eligible candidates. These students attended the Center for eigher a morning or afternoon session meeting in two groups of twelve students each.

The program provided pupils with individually prescribed learning situations presented in small group and individual instructional and counselling sessions. Student involvement in curricular designs according to their particular interests and abilities was encouraged. A semi-bookless approach to learning was employed with much instructional time alloted to audio-visual techniques, role playing, community involvement, projects and discussions. In addition, traditional texts were employed as well as programmed and paper-back materials.

The general atmosphere of the Center was one of acceptance and understanding. Students were expected to be aggressive, foul-mouthed, strangely attired, unusually groomed and disinterested in school work. They were not punished for the display of any of these characteristics, rather they were encouraged to talk about the meanings attached to them. Since the design called for an unstructured learning environment, teachers permitted students to refer to them on a first name basis. Smoking was permitted during class sessions as well as the consumption of food and beverages.

It was hoped that through the above process the students would be able to identify and begin to work out solutions to their problems thereby enabling them to not only be maintained by, but to benefit from, the regular high school program.

In evaluating the Off-Campus Program, the following significant findings were discovered: (1) students earned more credits toward graduation; (2) displayed improved intelligence scores; and (3) received fewer discipline referrals than they had received during the year immediately preceding their participation in the special program.

30. Johnson, E. Marie. A Model for an Inner-City Guidance and Counseling Center Based on an Analysis of the Needs of Disadvantaged Black Youth in the Chicago Metropolitan Areas. Northwestern University, 1972. 146p. Adviser: Frank S. Endicott. 72-32,467.

PROBLEM:

In a recent U. S. Government study, it was found that among the 25%

of all children who discontinue their education before completing high school, at least half have the mental capacity to graduate. This problem affects youth in all walks of life but, particularly minority groups and the poor. Black Americans comprise a disproportionate number in both categories. For many black students, because of their visibility, their cultural heritage, inferior schooling, inferior training, fewer opportunities, less motivation, and more socio-cultural problems, than many other segments of the population living in the United States today, there is a need for a well developed, guidance and counseling center. It should provide diversified educational, occupational and social information to help black students to (1) develop their potentialities, (2) be guided and informed about opportunities in all types of vocations, professions, and careers; and (3) be inspired to realize their potential as much as possible.

PURPOSE:

The purpose of this research was to find a feasible and effective means of combating the frustration, despair, alienation, and destructiveness caused when a black youngster drops out of school and hence out of the mainstream of American society. The general plan for this study was to gather preliminary data concerning the need for guidance and counseling as viewed by black public school professional employees (elementary school teachers, high school counselors and high school teachers). Secondly, the purpose was to gather the same type of data from black college counselors and black students associated with institutions of higher education in the Chicago metropolitan area. And thirdly, it was a purpose of the study to outline a model for an inner-city guidance and counseling center.

CONCLUSION:

Findings of the study indicate clearly that an inner-city guidance and counseling center is needed. The center should serve pre-school, elementary, junior high school and high school students with emphasis on developmental counseling on the elementary level. Students at each level should have a specialized division or component within the center to effectively deal with their unique problems. Guidance and counseling services are needed in the areas of career and vocational planning, academic counseling, and personal motivation. It is recommended that a professionally staffed guidance and counseling center be established in the inner-city of the Chicago metropolitan area.

31. Mason, Cathryn Thomas. The Effects of Counseling on Self-Concept and Academic Achievement of Disadvantaged Drop-Outs. St. Louis University, 1972. 91p. 72-31,471.

As assessment was made of the effects of a special type of counseling on the self-concept and academic achievement of disadvantaged re-entry students enrolled in an Adult Education Program, East Saint Louis, Illinois, The study consisted of an experimental group of twenty students and a control group of twenty students, randomly selected.

Many disadvantaged drop-outs develop a negative self-concept toward themselves and their school. These negative concepts often manifest themselves in poor academic achievement. The hypothesis of this study was that a special counseling service, designed to assist the students in bridging the gap from their disadvantaged backgrounds to the relatively foreign demands of the classroom, would be a significant variable in raising the self-concept and academic achievement of the students exposed to it, as assessed by pre-post-testing using appropriate instruments.

A pre-post-test design was used, with one experimental group and one control group. The groups were administered the California Achievement Test, Reading and Mathematics Subsections, the California Test of Personality, and a self-concept scale, As I See Me. Student's t was the statistical test used to analyze the differences in the mean gain made in the test scores by the two groups in the six months' period. The acceptable level of significance was set at the .05 level.

Analysis of the test data suggested that the null hypothesis not be rejected. No statistically significant difference was found between the experimental and control groups in the areas of reading, mathematics, and personality as shown by standardized testing instruments. Only in the area of self-concept was there statistical evidence in support of the research hypothesis which stated that special counseling would be a significant variable in the change toward a more positive self-concept.

It was, therefore, concluded from this study that in the realm of self-concept the null hypothesis was rejected and the research hypothesis that special counseling was a significant variable in raising the self-concept of the students was accepted.

32. Schleiger, Robert Carlton. Dimensions of Self-Concept of Students in Counseling Oriented Dropout Education. University of Nebraska, 1972. 113p. Adviser: Howard E. Tempero. 72-27,424.

PURPOSE:

The purpose of this study was to:

a) Determine if there was a change in the self-concept and the other sub-scales when a comparison was made of the pretest and post test as measured by Bill's High School Form of the Index of Adjustment and Values (HSIAV) of an experimental group and a control group.
b) Determine if there was a change in the reading level of the experimental group when a comparison was made of the results of the pretest and post test as measured by the Gates-MacGinitie Reading Test.

METHOD:

The Counseling Oriented Dropout Education Program was carried out at an Individualized Study Center where a learning situation accommodated

approximately 280 senior high school students from Omaha, Nebraska. Students who were assigned to the Center were recommended by a screening committee and exhibited one or more of these characteristics: unstable home situation, loss of identity, nonconforming attitudes, disinterest in school and inadequate study habits. These particular students who comprised the experimental group were selected because they had the academic potential to complete the work required for graduation. Since the experimental group was a cross-section of socio-economic background, the control group from the normal senior high school situation had to reflect this same breakdown. Four of the seven public senior high schools were chosen as representative of this socio-economic breakdown. Comparative information of the economic background between the experimental group (N=110) and the Control Group (N=280) indicated a very similar economic background for both groups. The level of academic achievement of the normal school situation was found for the control group to be commensurate with the level of the beginning student in the experimental group. Determination was made that both groups were also similar in levels of IQ scores, age and percentage of male/female makeup. The period of time used for the observation and collection of data was the academic year of 1969-70. The pretest was conducted early in the fall semester with the post test being conducted during the middle of the spring semester. This allowed a minimum of time for exposure to each school situation of one semester. Both instruments were administered on an individual or small group basis to both the control and the experimental groups during this period of time. The hypotheses were stated for comparison of all sub-scales between the pretest and the post test results of the total groups. The examination of data was further broken down from the total group to each of the senior high (10th, 11th and 12th) grades. This was done to make a more intelligent review of what appeared to happen to the groups during the period of time during which the data was collected.

RESULTS:

From this investigation, there was found to be evidence to support the conclusion that there appeared to be a significant improved change in the self-concept and the other scales listed in the HSIAV for the experimental group between the pretest and the post test. There was also found to be evidence to support the conclusion that there appeared to be significant decrease in some levels and no significant change in other levels in the self-concept and the other scales listed in the HSIAV for the control group between the pretest and the post test. Evidence was found to support the conclusion that there appeared to be a significant improved change in the reading level of the experimental group as measured by the Gates-MacGinitie Reading Test between the pretest and the post test.

DROPOUT PREVENTION

OTHER PROGRAMS

33. Fellers, Stanford. A Study of the Effects of Breakfast on Scholastic Attainment, Drop-Out Rate, and Knowledge of Nutrition Among High School Sophomores. Boston University School of Education, 1967. 189p. 69-7805.

Purpose of the Investigation: The specific purposes of this investigation were to determine if an adequate breakfast may have an effect on scholastic attainment, the rate of absenteeism, the drop-out rate, and knowledge of nutrition of a group of high school sophomores.

Secondly, it was the purpose of this study to provide breakfasts for the school year to the experimental group within the study, and, finally, to offer a concentrated course in nutrition education to certain segments within the study.

Procedures: Procedures used in the study included selection for the study's populations through random sampling with 99 students in the experimental group had two sections: E-1, with 50 students, and E-2, with 49 students; while the control group also had two sections: C-1, with 50 students, and C-2, containing 49 students.

At the beginning of the experiment, a comparative analysis was made of the populations based on grade point indexes, intelligence quotients, language arts stanines, and index of capacity stanines.

The analysis of variance procedure was used to test for significant difference--at the 5 per cent level for this study--to determine whether or not there was an overall significant difference between the two groups.

A critical value of 3.95 was required at the 5 per cent level of confidence, and with F ratios on the four variables ranging from .167 to 1.229, the hypothesis of equal means between the study's two groups was accepted.

The general design of the study called for providing breakfasts for the entire school year, and a concentrated course in nutrition education to Experimental 1; providing breakfast for the entire school year, and no nutrition education to Experimental 2; providing no breakfast, but a concentrated nutrition education course to Control 1; and providing neither breafast nor nutrition education to Control 2.

Nutrition knowledge tests and retests were administered to the experiment's four segments.

A statistical analysis was made at the close of the school year of grades, the rate of absenteeism, deportment, the rate of tardiness, the drop-out rate, and knowledge of nutrition of the study's populations.

As part of the study, The Maryland Parent Attitude Survey was administered by mail to 120 parents--60 in each of the two major study groups.

Results: The findings of the study indicate:

1. Grades: There is no significant difference in the final grades of the 10th grade students who participated in the eating aspects of the breakfast program compared with the other students in the study. Based on analysis of variance, the mean annual grades were:

Experimental group = 73.09
Control group = 73.19

The F ratio was .005 against a tabled value of 3.89 at the 5 per cent level of significance.

2. Rate of Absenteeism: Based on analysis of variance, no significant difference was found in the rate of absenteeism. The mean number of days absent were:

Experimental group = 10.292
Control group = 11.615

An F test gave an obtained ratio of .607 which does not exceed the tabled value of 3.89.

3. Breakfast and Deportment: Chi square tests for analysis of variance shown no significant difference in the deportment of students who ate breakfast compared with students who did not eat breakfast.

4. Breakfast and Tardiness: The Chi square method reveals there is no significant difference in the rate of tardiness between the study's two major groups.

5. Breakfast and the Drop-out Rate: Six students in the experimental group dropped out of school as compared with four for the control group. Since each student left school for a highly individual reason, it is impossible to draw any conclusions as to the role of breakfast, or lack of breakfast in the decision to quit high school.

6. Breakfast and Knowledge of Nutrition: No significant conclusions can be drawn on this aspect of this study due to difficulties encountered in scheduling of tests and retests for the control sections.

7. Results for the Parent Attitude Survey: Through use of analysis of variance it was determined that there was no significant difference between the two groups of parents in their attitude toward child rearing.

Conclusion: A year-long investigation, including the eating of breakfast by 99 high school sophomores, warrants the following conclusion:

There was no significant difference in the final yearly grades, deportment, rate of absenteeism, rate of tardiness, or drop-out rate of a group of 10th grade students who ate breakfast, compared with 10th grade students who did not eat breakfast.

34. Sanders, Charlie H. Operation Go--A Special Project for Potential Dropouts From a Junior High School Situated in a Lower Socio-Economic Area of the City of Detroit. Wayne State University, 1967. 390p. Adviser: George Miller. 68-9974.

The purposes of the study were: (1) to evaluate the effectiveness of a special project that attempted to encourage and enable potential dropouts from a junior high school situated in a lower socio-economic area of the City of Detroit to stay in school, and (2) to describe what actually happened when students and teachers were involved in such a project.

The questions answered were:

1. Was there a significant improvement in the potential dropouts involved in a special project in terms of their self concept, achievement, scholarship, citizenship, attendance, and participation in extracurricular activities?

2. Was there a significant difference between the experimental and control groups in terms of improvement in the dimensions cited in Question One?

3. Was there a difference between the experimental and control groups in terms of the number of students who dropped out of school?

4. What actually happened when students and teachers were involved in a special project?

The study design involved a before and after comparison within and between an experimental and control group of twenty-six potential dropouts each. Only the experimental group was exposed to the project. Data were obtained from the Index of Adjustment and Values, the Stanford Achievement Test, and student records.

The Wilcoxon matched-pairs signed-ranks test was applied to Question One in terms of self-concept, and t-tests to Questions One and Two in terms of achievement, scholarship, and citizenship. Other questions, or parts thereof, were answered empirically.

The main objective of the project was to encourage and enable potential dropouts--identified through teachers' judgment--to stay in school. A team of three teachers involved the students in twenty-two field trips and various in-school activities; e.g., arts and crafts, recreation, and individual and group learning experiences, for six weeks during the summer and for fifteen sessions during the fall, 1965. Follow-up examinations--physical, dental, and psychological--for each student provided supplementary findings.

Findings for Questions One and Two showed that the operational hypotheses (1) that there was a significant change (improvement) within the groups, and (2) that there was a significant difference between the groups in terms of improvement in the "self" area of self concept, achievement,

scholarship, citizenship, attendance, and participation in extracurricular activities, were not accepted. In the "others" area of self concept, the control group showed improvement, and the experimental group showed no change. Findings for Questions Three showed 28.0 per cent less dropouts in the experimental group. Findings for Question Four, based on the description of the project, showed that many activities and experiences resulted from the project.

The major conclusion was that the project accomplished the main objective and thus demonstrated its effectiveness in dropout prevention.

The "pilot" was conducted at Spain Junior High School under auspices of the Detroit Public Schools' Extended School Program, which was funded by the City of Detroit's Total Action Against Poverty Program through the Economic Opportunity Act of 1964.

Projects, modeled from the "pilot," were conducted at twenty-two Detroit schools during summer, 1966, and at eighteen schools during summer, 1967. Twenty schools are anticipated for summer, 1968.

35. Bryant, James Chester. Some Effects of Racial Integration of High School Students on Standardized Achievement Test Scores, Teacher Grades, and Dropout Rates in Angleton, Texas. University of Houston, 1968. 148p. 69-768.

The primary purpose of this research study was to determine the statistical significance of differences in academic achievement as measured by standardized tests and teacher grades of Negro and white secondary school students at the end of their first year of racial integration. A secondary purpose was to assess the significance of any changes in the dropout rates during the same year.

The subjects were 769 white and 146 Negro students in grades eight through eleven in 1965-66. All were students in three public secondary schools of Angleton, Texas, in the Metropolitan Houston area.

Academic achievement was measured first by the Test of Academic Progress in May, 1966, when students in both of the high schools were racially segregated, and again in May, 1967, after one year of instruction in an integrated high school. The same students were tested at the ends of two consecutive school years: pre-test and post-test means of standard scores were compared to determine if differences were statistically significant after subtraction of the three standard score points gain expected of the students. Significance of differences was determined by use of Student's t-test for differences between correlated pairs of means.

Academic achievement was measured in a second way, by comparison of teacher grades assigned during the year prior to integration and the

first year of integration. The same test of significance was used.

The other measure used was a dropout study, comparing the dropouts of the last year of segregated schools with the dropouts of the first year of the integrated high school. Significance of differences in numbers and rates was determined by analysis of percentage changes.

The mean differences in academic achievement of both white and Negro students during the initial year of integration failed to reach expected levels. This was true when measured by teacher grades as well as when measured by the standardized achievement test.

The standardized achievement test scores indicated a highly significant failure to achieve expected gains in reading. There were variations by groups on all other sub-tests, some groups showing gains, and some showing losses.

There was found to be no significant statistical difference in grades assigned to white students during the two years of the study, but losses among all groupings of Negro students were significant at the one per cent level of confidence.

No significant difference was found in dropout rates of white students as a group the year before integration and the first year of integration, but a highly significant increase in the dropout rate of Negro students as a group was recorded.

A substantial increase in the percentage of white female dropouts occurred, but an increase in the dropout rate of male students was inconsequential. However, a very substantial increase in the dropout rate of Negro males was found. There was a smaller increase in the dropout rate of Negro female students, but it was significant.

Several recommendations were made for the subject school. They were as follows: (1) Replicate the study, using 1967-68 data. (2) Re-examine the philosophies of teaching and grading of faculty members. (3) Take positive steps to determine causes for dropping out of school and establish procedures to deter or prevent its continued occurrence. (4) Organize a more diversified curriculum to meet the needs of low achieving students as well as the college-bound students. (5) Employ a developmental reading specialist to study the causes of low reading achievment and set up a program to bring about improvement. (6) Employ a woman guidance counselor to study causes of dropping out and establish procedures to deter the students from leaving.

Recommendations were also made for additional research, as follow: (1) Replicate the study in other school districts. (2) Conduct studies to measure achievement and dropout rates of white and Negro students in schools with differentiated curricular offerings within each course. (3) Study the effects of integration on achievement of gifted Negro high school students. (4) Compare the achievement levels of Negroes of the

same social class and educational opportunity attending segregated and integrated schools.

Another recommendation, made for districts planning integration of their secondary schools was that steps be taken by the faculties involved to study together the values, philosophies, expectations, grading, and any other problems which, if unresolved, may result in failure to achieve at expected academic levels.

36. Docking, William Robert. A Descriptive and Evaluative Study of a Secondary School Dropout Program. [Appendix G: "Mooney Problem Check List", pages 107-112 and Appendix J: "Senior RFU-Reading for Understanding Placement Test", page 140, not microfilmed at request of author. Available for consultation at Michigan State University Library] Michigan State University, 1969. 159p. 70-9522.

American high schools today lose between thirty and forty percent of their students as dropouts. These dropouts generally find it difficult to find employment and to obtain a standard of living which will allow them to be happy, productive adults.

Many billions of dollars have been spent in the last six years to decrease the dropout rate and to train dropouts with necessary skills. Most of the money spent and programs developed have had minimal success.

The Pontiac Public Schools, faced with a larg dropout problem, established the Individualized Instructional Program (IIP). The program was designed to take dropouts off the streets and to help them attain a high school diploma.

The IIP consists of 45 students who were dropouts or potential dropouts. The program is staffed by three experienced teachers and a director-counselor. Curricular offerings are based on a continuous progress, work-study, and core concept. Student-staff ratios are limited to 15-1, while the student-counselor ratio is 90-1.

The original goals of the IIP were to (1) improve school attendance, (2) improve achievement, (3) increase achievement motivation, (4) improve citizenship behavior, and (5) reduce problems related to social, psychological and educational adjustment.

This study was conducted to determine whether these goals and objectives were being reached. The study further describes the unique aspects of IIP and lists recommendations for improvement.

The instruments used included the SRA Reading for Understanding (to measure reading improvement of the IIP students), the Michigan State M-Scales (to measure achievement motivation improvement) and the Mooney

Problem Check List (to measure improvement in social, psychological and educational adjustment).

In addition, attendance patterns of the students were tabulated. The study further includes profiles of the staff, student body, and graduates. Questionnaires, which gathered data from parents, teachers in the Pontiac Public Schools, and student-staff perceptions of the IIP are also reported.

The major findings of the study were:

1. IIP students attend school 7% more now than they did in their previous school.

2. Reading scores of IIP students increased almost one full year in one semester.

3. Perceived social, academic, and psychological problems of IIP students decreased after one year in the program.

4. Student achievement motivation neither increased nor decreased after one year in IIP.

5. The IIP staff has a wide range of experiences in teaching prior to entering IIP. They express much satisfaction in teaching in the program.

6. The student body highly recommended IIP and feel it is an excellent program.

7. The graduates of IIP recommend the IIP very strongly. Over a third of them are presently enrolled in college.

8. Parents of IIP students hold very positive attitudes toward the IIP.

9. The staffs at Central and Northern High Schools do not feel well informed about IIP and desire to learn more about the program.

10. The students and staff of IIP hold comm[redacted] perceptions on the unique characteristics of IIP.

Recommendations were proposed, by the author, that could strengthen the IIP in the future. These included:

1. Establishing a study committee to evaluate the K-12 program in Pontiac to determine what can be done to decrease the high percentage of dropouts.

2. Establishing a student-staff committee to develop priorities of needed equipment for the present IIP.

3. Providing monies and personnel for consultant help to the IIP staff.

4. Providing the IIP staff with time and tuition to attend a two week sensitivity training laboratory.

5. Building lines of communication to other Pontiac schools to merchandize the IIP.

6. Establishing a second IIP in the Northern half of the school district.

7. Contacting service clubs for financial assistance.

8. Organizing systematic testing programs for incoming IIP students.

9. Limiting visitors to specific times.

10. Providing inservice training and discussion time for the IIP staff.

37. Henneghan, Kathleen Mary. School Dropout Programs in Selected Michigan School Districts: Implications for Curricular Innovations. Michigan State University, 1971. 354p. 72-8691.

The number of school dropouts and the economic and social problems which accompany dropping out have become a major educational concern. Specific purposes of this study were to identify programs for school dropouts in selected Michigan school districts and to (1) make a determination as to whether such programs are designed to be able to serve known needs of school dropouts, (2) pinpoint gaps between known needs of school dropouts and program offerings, and (3) pinpoint gaps in the programs themselves.

The superintendents of the fifty-seven school districts having had 100 or more school dropouts in 1967-68 identified through a questionnaire the dropout programs existing in those districts and the administrators of those programs. A second questionaire was used to secure data from program administrators about characteristics of the programs, of the participants and staff. An interview schedule was used in interviews with selected administrators during visits to program sites.

Data about dropout programs were analyzed and compared with selected research data about the characteristics of school dropouts to provide a basis for conclusions and recommendations.

Thirty-three dropout programs were identified with three general areas of emphasis: remediation in academic skills, vocational education, and high school completion.

In general data showed the programs to be structured to enable them to provide for the needs of dropouts as suggested by the survey of literature, including provision for financial need, work experience, academic remediation, and personal and vocational counselling.

Gaps identified between existing need and program offerings included the need for more program slots, greater emphasis on in-school programs for potential dropouts, and the need for regular schools to adopt dropout program approaches to help students motivated by the dropout programs to return to school. Expanded vocational programs for female dropouts are needed, along with an increased teen-age job market and improved provisions for special services and transportation.

Gaps identified in the programs themselves included the need for improved cost analysis coupled with more critical evaluation of program effectiveness, including follow-up data. The study showed that less than two-thirds of the programs had racial-ethnic data about participants. Some administrators cited the need for improved facilities, while trends revealed by data suggested the need for expansion of programs to help school dropouts in rural areas.

In addition to the above, the study showed the establishment of dropout programs has increased since 1960; however, a major problem for many programs was obtaining initial funding and the need for long-term funding.

The following recommendations were made relative to the initiation of innovative programs for dropouts:

(1) The development of community involvement through informing the public of the dimensions of the problem in local districts, and involvement of the community in mobilizing resources for the program;

(2) Establishment of communication with dropouts themselves and offering them experiences which will yield concrete benefits in the programs;

(3) Development of the concept of the community as a "school without walls" through increased community resource use, especially those resources business and industry can offer.

It was also recommended that a central office be established within the state to facilitate cooperation and exchange of data between dropout programs themselves and between dropout programs and the public schools. The office would develop arenas for such communication, collect data, and take the initiative in disseminating data to local school districts. Specific functions and methods for carrying out these functions were spelled out. Further, flexibility to meet additional needs as they arise was recommended.

A further recommendation proposed that the State Department of Education disseminate more vigorously to school districts information on

38. Hermanson, Donald Dean. A Study of Potential Dropouts and Related Curriculum Revisions in Rialto, California. University of Wyoming, 1971. 146p. 72-18,932.

The purpose of this study was (1) to survey the attitudes, opinions, and expectations of potential dropouts regarding school; (2) to identify factors which might contribute to the dropout problem, and (3) to recommend changes in the present curriculum in order that a more effective educational program might be developed for all students.

The procedure employed in this study included historical research in an effort to determine what prior studies had discovered about the identification of potential dropouts and what types of programs had been developed for them. The potential dropouts participating in the study were students enrolled in the continuation school in Rialto, California. Continuation schools in California were created for students who were habitually truant or were insubordinate or disorderly in regular classes.

A survey of the opinions and reactions of potential dropouts regarding the value of the school curriculum and teaching methods was taken through a questionnaire. Each student also reacted on a semantic differential scale to concepts encountered in school. Finally, a reading achievement level for each student was obtained by the use of The Wide Range Achievement Test.

The data collected showed that factors common to the potential dropouts in this study were common also to potential dropouts in studies across the nation. The typical school curriculum has not appealed to a large number of students. Many potential dropouts view the purpose of the school as one of job preparation. Ill-prepared to make a living when they leave school, many of the potential dropouts do not seem to be aware that they are about to become dropouts.

It was recommended that individualized educational programs with increased personal contact and guidance be developed at the elementary school levels. Increased emphasis on the teaching of reading by specialists should be tied to student needs and interests. Pilot programs which would attempt to coordinate some of the findings of this study in a revised curriculum with follow-up studies and evaluation should be funded. Also, there should be further study which would attempt to discover to what extent a youth of minority background is handicapped in the school system.

39. Johnson, Geraldine Meador. An Unprecedented Innovation for Dropout Prevention Through Guaranteed Performance Contracting and Accountability at Texarkana, U.S.A. 1969-70. East Texas State University, 1971. 264p. Adviser: M. B. Nelson. 72-10,799.

The purpose of this study was to assemble a narrative historical development, operation, and evaluation of a first in the field of education in the United States: private industry's unprecedented wedge into the

instructional (educational) process of our public schools through the concepts of performance contracting and accountability to achieve dropout prevention at Texarkana, USA.

The procedure of this study was to examine the legislative act for dropout prevention projects, records of the schools and contractor in the Texarkana project, and evaluation reports of both the internal evaluator and independent auditor. Personal interviews with a majority of persons involved were taped and transcribed. Letters were written and telephone calls were made.

The Texarkana Dropout Prevention Program accomplished the following through its Rapid Learning Centers: (1) dropout rate was reduced, (2) student attitude was changed, (3) student school attendance was improved, (4) student participation in regular classrooms was improved, (5) student tried to improve his grades in other classes, (6) vandalism was reduced, (7) teacher questionnaire indicated the program was helpful to the student, (8) parent questionnaire indicated their child benefited from the program, and (9) student achievement level was increased on early posttests in areas of reading and mathematics even though posttest in May, 1970, was declared invalid due to the contractor's "teaching to the test."

Conclusion: Performance contracting between a private firm and a public school might demonstrate to educators that the educational process in the public schools needs evaluation and evolution to ensure continual progress and achievement of the student, a school's number one product.

40. Adams, Ambrose Davidson. A Differential Study of Reasons Why Students Drop Out of School as Related to Actual Dropout-Prevention Practices of a Metropolitan School District. North Texas State University, 1972. 224p. 73-2885.

The problem of this study is to determine what measures have been taken by high schools of a metropolitan school district to prevent student dropouts, and to differentiate between groups of high schools according to measures taken. The purposes of this study are (1) to ascertain, from a search of related literature, the major reasons why students drop out of school; (2) to gather data for use in a description of the population within the attendance areas of the metropolitan school district; (3) to determine what dropout-preventive measures were used in the high schools of the school district, as reported by the schools' principals; (4) to show how groups of high schools within the metropolitan school district differed with respect to the implementation of dropout-preventive measures; and (5) to synthesize the data collected in order to point out implications and make recommendations for education.

The data for this study have been obtained from (1) a review of the literature on dropouts that has been published since 1970, (2) high school principals of the metropolitan school district studied, (3) census reports

concerned with housing characteristics within the school district, (4) the Planning and Census Department of the school district in which the study was conducted, and (5) consultations with sociology professors at North Texas State University and Texas Christian University.

The review of the literature is presented in the following sequence: (1) dimension of the dropout problem, (2) early and significant studies and writings on school dropouts, (3) factors associated with early school withdrawal, and (4) some efforts and recommendations for dropout reduction and prevention.

The content of this study is arranged in six chapters. Chapter I presents an introduction and procedures taken to complete the study. Chapter II is a review of literature related to the dropout problem. Chapter III presents specific procedures for the collection of data. Chapter IV presents a general description of the population that resides within the school district. Chapter V contains a presentation of findings; and the summary, findings, conclusions, implications, and recommendations are presented in Chapter VI.

The findings of this study support the needs, as indicated in the literature, for a greater effort to be directed toward the solution of the dropout problem. The responses by the high school principals reflect a similarity in their efforts to combat the dropout problem in the various high schools of the school district.

The following conclusions are inferred: 1. There appears to be a need for a dropout-preventive program to be implemented by the school district. 2. There is a need for continuous study and evaluation of the job demands and requirements of business and industry and the educational requirements of colleges and universities, so that the most practical curriculum can be provided for each student. 3. In order to implement the requirements stated in conclusion 2 above, there appears to be a need for special personnel to work with the dropout problem in the school district.

The following recommendations are made: 1. Greater coordination should be achieved between the public schools and outside agencies for the purpose of coping with dropout problems. 2. Periodic follow-up studies should be conducted by the school district to assist in increasing the holding power of schools. 3. Significant findings should result if this study were replicated using middle-school principals as respondents.

41. Gann, Olen Wayne. The Effect of Selected Reinforcement Techniques on Average Daily Attendance in a Mississippi High School. University of Mississippi, 1972. 113p. Adviser: Harold C. Hein. 73-1264.

The purpose of this study was to determine the extent to which the application of certain reinforcement techniques by the administrative

staff would result in a gain the average daily attendance expressed as a percent of the mean net enrollment. This study reports on the application of certain reinforcement techniques in an effort to increase pupil attendance by creating within the students a positive attitude toward the school and thereby reduce the tendency for students to stay away from school.

The author and three consultants from a nearby university planned the reinforcement procedures to be used during the 1970-71 school year as the experimental treatment of this study. The procedures to be followed were presented to the administrative staff by the high school principal, and task assignments were made by the principal during August, 1970.

The stimuli, which were assumed to be reinforcers, used in the experimentation of the study included the following: personal letters, telephone calls, informal conferences, token reinforcers, social reinforcers, activity reinforcers, and friendly attitudes. The content of the personal letters and telephone calls was carefully planned in order to be positive in nature and to avoid statements that might have caused feelings of fear or coercion. The personal conferences were informal in nature. The rationale of the conferences was based upon the reinforcement procedures.

An activity reinforcement procedure was used which involved all students enrolled in the high school. Attendance goals were announced by the principal. If the attendance goals were attained by the students, all students were given an extra ten-minute break in the afternoon. All students were given a break any time there were as few as twenty students absent from school.

The administrative staff made a concerted effort to display such dispositional qualities as friendliness, cheerfulness, happiness, and a sense of humor. All efforts made by the administrative staff during the experimentation to improve attendance were intended to be positive and non-threatening in nature. An attempt was made to create among the students an attendance consciousness and to improve attendance by using appropriate reinforcement procedures.

The sample included all students enrolled in the Daniel High School during the 1969-70 and 1970-71 school sessions. The control group consisted of the students enrolled in the school during 1969-70, and the experimental group consisted of the students enrolled during 1970-71.

Base line data were presented in regard to weather and sickness, attendance trends in four regional schools, responses to a questionnaire, and the comparability of the control and experimental study groups. These base line data were used as a type of control procedure.

Using subgroups in regard to grade, sex, and race, a comparison of the attendance records of the control and experimental study groups was presented. The attendance data were given as average daily attendance expressed as a percent of the mean net enrollment. The comparisons were made first on a grade-level basis and then on an inter-grade level basis. These comparisons were used to determine change in pupil attendance.

Conclusions concerning the significance of the attendance gain were left for the reader.

Conclusions

1. The experimental group showed a gain in percent attendance over the control group. 2. Students of the experimental group were aware of the special emphasis placed upon attendance during the 1970-71 school year. 3. The students of the experimental group were aware of reinforcement procedures used in the experimentation of the study. 4. According to the principal, the students and the administrative staff like the experimental treatment better than the traditional treatment. 5. According to the administrative staff, parents were quick to give reasons why the students were absent and quick to defend the student's being absent. This may be a result of the amount and nature of previous communications with the school.

42. Spiegel, Dov. The Prevention of the Dropout Syndrome Via Token Reinforcement Contingencies. University of Pittsburgh, 1972. 95p. 73-4163.

The study investigated the effectiveness of Behavior Modification Techniques in changing dropout correlates of school behavior in ghetto school students.

The subjects were 42 ninth-graders in Lombard Junior High School, which is deep in the inner-city of East Baltimore, Maryland. One class (22 students) constituted the Behavior Modification Group (BMG), while another class (20 students) formed the Non Treatment Group (NTG). Baseline and Criterion data were collected on four variables: Absenteeism (the First 56 and the Last 56 School Days); Tardiness (the First 56 and the Last 56 School Days); Tardiness (the First 56 and the Last 56 School Days); Arithmetic Achievement - Pretest and Posttest scores on the Comprehensive Tests of Basic Skills (CTBS); and Reading Achievement - Pretest and Posttest scores on the CTBS.

Treatment included rewarding students with contingent points upon desired behavior such as Attendance, Punctuality, and satisfactory completion of Academic Assignment. Backup reinforcers varied from valuable sports items and cosmetics to "buying" time at the School's pool table.

The data collected were put into a 2x2 factorial design, where the independent variable included: A. Behavior Modification Group (A1) vs. Non Treatment Group (A2); and B. Male students (B1) vs. female students (B2).

The main effects and interaction were tested in four null hypotheses stating that within reference to A. and B., there is no difference in Absenteeism rates, Tardiness rates, Arithmetic scores, and Reading Achievement scores.

A student questionnaire was constructed for a two-fold purpose: (1) to detect possible post-treatment differences in attitude to, or evaluation of, school; and (2) to gain evaluative insight from the students' reactions to the program. This measurement was a three-step semantic differential, using the Osgood Technique. It included 100 items.

The data indicated inter-intra group significant superiority (beyond the .05 level) for the BMG in Baseline-Criterion improvement of Punctuality, Arithmetic Achievement, and Reading Achievement. Boys in both groups achieved significantly higher in Arithmetic.

Of special interest were the significant differences noted between the BMG students' favorable evaluation of Arithmetic and of the Arithmetic Teacher, and their negative appraisal of English (Reading) and the English Teacher. Arithmetic and its Teacher were significantly more "interesting", more "enjoyable" and "great", while English and its Teacher were rated significantly inferior as "a drag" and "square".

The Behavior Modification Techniques were successful in improving the total Treatment Group's Academic Achievement (Arithmetic and Reading), as well as School Behavior (Punctuality) and boys' attendance.

The student questionnaire revealed that the prizes, which generated enjoyment and interest, were the key to success. The program thus eradicated traditional barriers to success, and was the educational catalyst for achievement. The awards attracted the students, and their drive to acquire them generated attention and good behavior.

Although the hypothesis for dropout proportion was not tested (because there was only one dropout in the NTG), improvement in attrition correlates, especially in Reading Achievement, denotes improvement in the probability of staying in school.

There were, however, some shortcomings to the program which were direct and indirect outcomes of poor planning and/or poor execution of the program. One of them was the late initiation of the latter, which proved to be detrimental, because many of the students for whom it was instituted and aimed, dropped out before treatment had a chance to work. It also distorted the potential differences between groups in dropout proportion.

The preparatory step also did not include programming for individualized instruction, which are vital for shaping behavior. Consequently, the program was less effective in Reading, which is an individualized and programmed subject par excellence, and was more effective with Arithmetic, which lends itself to individualized instruction, even in regular classwork.

The successful incorporation of Behavior Modification Techniques in school provides the educational system with an innovative and promising approach in the prevention of the dropout syndrome. This was a pilot exploratory study, but because of its success, further research would seem warranted. Such research, conducted for younger students, with

varying socioeconomic status and high versus low motivation, would shed more light on the optimal use of this system for the prevention of dropouts.

43. Wing, Charles J. The Effects of a "Youth Tutoring Youth" Program on Potential Dropouts. University of Wyoming, 1972. 99p. 72-26,521.

The major purpose of this study was to follow-up and investigate the effectiveness of a tutoring program which utilized secondary students as tutors who had been identified as having high potential for dropping out of school.

Data were collected for three secondary student groups which included mean grade point averages, average number of school days missed and dropout rates. Pre and post achievement test scores in reading and arithmetic were compared for elementary children who participated as tutees. Qualitative data concerning the tutoring project were obtained from student tutors, project supervisors and referring classroom teachers. This study involved seventy-four secondary students, seventy-five elementary students, nineteen project supervisors and forty-two referring classroom teachers.

Treatment of Data

Statistical analyses included comparisons of group data for the project year, 1970-71 and comparisons of the data for the school years, 1969-70 and 1970-71. The t-test was used to determine the significance of differences between mean grade point averages and average number of school days missed for the student groups. This statistical test also was utilized to compare the pre and post achievement test scores for the tutees. the z-test provided the means for comparing dropout proportions among secondary student groups one semester following the project year. A confidence level of .05 arbitrarily was established for testing hypotheses in this study.

Percentages were used to report subjective data when appropriate. These data were compared for student tutors, supervising teachers and referring classroom teachers.

Findings and Conclusions

Comparison of the objective data indicated only a few statistically significant differences. Mean grade point averages and average number of school days missed for the student tutors who completed the program and the comparison group were found to be significantly different in favor of the tutor group during the project year. These findings indicated the tutoring did help the student tutors to maintain their average grade performance and had a positive effect on school attendance.

No significant differences were found to exist in comparing the dropout proportions for the three secondary student groups. Although the differences

were not found to be statistically significant, the tutor groups had the lower dropout rates one semester following the first project year.

Subjective data indicated student tutors and project supervisors perceived the tutoring program as having moderate to significant benefits for tutors. Approximately fifty percent of the classroom teachers perceived the tutoring as being helpful for the children whom they referred.

Program continuation in the local school district was supported overwhelmingly by student tutors and project supervisors. Referring classroom teachers were not as supportive, but a majority did indicate a desire to refer students if the program continued.

Student tutors generally ranked the actual tutoring of children as the most meaningful activity in the program. The helping relationship, which was created between tutor and tutee, was perceived as being a very positive aspect of the program by many tutors. Supervising teachers reported that many tutors gained self-confidence by participating in the program. Positive attitudinal changes were noted in many cases by the project supervisors.

In summary, although considerable support and program acceptance were indicated by the subjective data, the objective data did not indicate many changes which were statistically significant.

CHARACTERISTICS OF DROPOUTS

44. Penningroth, Mary Persis. A Study of Selected Characteristics of Disabled Readers in the Ninth Grade of a Large Urban Population in Georgia. University of Georgia, 1963. 191p. Adviser: Ira E. Aaron. 63-7461.

The study purports to examine selected characteristics of disabled readers who dropped out of school and disabled readers who stayed in school among 5,130 ninth grade students in seventeen Atlanta high schools during the 1961-62 school year.

The following characteristics of the two groups were compared: extent of reading disability; intelligence; physical and emotional health; school attendance; attitudes or feelings toward reading; attitudes toward helpfulness of peers, teachers, and parents; and twenty mental health adjustment items.

The study also investigated the development of the reading difficulties from the primary grades through the ninth grade.

The two samples of disabled readers were obtained from the central office scores of the Atlanta public schools. Students who were found from these records to have scored an 85 or higher I.Q. and whose reading scores indicated them to be two grades or more retarded in reading were defined as disabled readers. There were thirty-two out of 248 dropouts

who met the above criteria and seventy randomly selected disabled readers out of 374 stayins (those who remained in school despite the corresponding difficulty in reading).

The research instruments employed were: 1) scores of standardized tests, 2) rating scales, 3) interviews, and 4) case summaries.

The data were analyzed by appropriate statistical procedures and by the case study technique. The results showed no significant difference between the two groups in their reading difficulty. Neither was there a significant difference between the dropouts and the stayins in intelligence.

The dropouts were significantly different from stayins in their attitudes of being more attitudes of being more irresponsible, impulsive, careless, interested in the opposite sex, and being less liked by their classmates. The school attendance, physical health, and social-emotional health were significantly lower in the dropouts. The dropouts felt their teachers and parents were less helpful to them in their reading. There was no significant difference between the two groups in their feelings toward their peers.

In the primary grades the reading of the stayins was significantly better but in the fifth and seventh grades, their reading was similarly retarded. Some improvement, though of doubtful significance, was shown by the stayins in the ninth grade.

The Case summaries revealed low socio-economic home and neighborhood conditions with a low level of parent education. Most of the parents of dropouts had been dropouts themselves. Attitudes of the families of dropouts were not conducive to staying in school.

45. Falkenstine, James C. A Study of School Dropouts in Bourbon County to Determine Their Needs for Vocational Education. University of Kentucky, 1965. 255p. Advisers: Harold Binkley and Carl Lamar. 69-18,853.

The study was made to analyze the dropout situation in Bourbon County to determine the needs of out-of-school youth between the ages of 15 and 21 for vocational education. The dropout problem is national in scope. However, it must be solved at the local level through the cooperation of all community agencies and assistance from State and Federal sources.

If dropouts are to be given real assistance in preparation for work, for life, and for responsible citizenship, it is necessary to know their background, their needs, and what they hope to do in the future. The dropout problem is serious. Many dropouts are likely to become permanent burdens on society. Whatever potential the dropouts have for becoming productive and contributing members of society was substantially lessened

the day they dropped out of school. The Bourbon County Schools should develop appropriate and adequate programs for dropouts and get them back in school.

Two principal methods of research were used in making this study. They were the survey method and library research. Three groups of out-of-school youth were used to gain information concerning the need for vocational education in Bourbon County. They included 216 dropouts surveyed in 1964, 73 dropouts in 1962-63, and 236 selective service inductees from 1960-63.

A questionnaire was used to determine the characteristics of school dropouts, to find out what they thought their needs were, and to determine their desires for vocational education. Questionnaires were sent to 282 dropouts in Bourbon County. Usable questionnaires were secured from 216 of the dropouts. Individual data schedules were filled out on all of the 73 dropouts in the Bourbon County Schools in 1962-63. Information was obtained from the Selective Service Headquarters in Frankfort concerning the 236 inductees from Bourbon County.

Library research was done to determine the extent of the dropout problem, the characteristics of dropouts, educational programs for dropouts, the composition and characteristics of the rural population of Bourbon County, need for vocational education and general education in our society, and educational needs of young workers.

Some of the significant characteristics of the three groups of dropouts studied are included here. A majority of the dropouts studied were males, 16 to 19 years old. Most of the males were single while the majority of females were married. Nearly half of the females had children. Most of the dropouts left school between the eighth and eleventh grades.

A small percent of the male dropouts had as much as one year of vocational education. Over half of the females had been enrolled in vocational classes, but most of these were limited to first-year home economics. About half of the dropouts had been enrolled in general education courses for at least one year. Over half of the dropouts were employed part-time or unemployed during the past year. Over half of the males received less than $40 per week. Most of the females received less than $20 per week or no wages during the past year.

The four most common reasons the dropouts gave for withdrawal from school were lack of interest, lack of scholastic success, marriage, and economic reasons.

Many of the dropouts had not been able to get a job because they indicated a need and desire for a high-school diploma, vocational or technical courses, or a high-school equivalency certificate.

Most of the dropouts would need financial support in order to go back to school. They need help to buy books and supplies, for transportation, tuition, living expense, and in case of the females, for child care. Many of the males would be willing to attend classes at the Lafayette Vocational-Technical School if transportation were provided for them.

About a third of the dropouts indicated they would be interested in a work-study type program.

The dropouts in Bourbon County cannot qualify for many of the jobs available to them in the community, in the Lexington area, or in other areas. They can qualify only for unskilled and routine jobs at the bottom of the occupational ladder, and for a very few semi-skilled jobs, which are limited. They will find little satisfaction or chance for promotion in such employment

Education and training are necessary to meet the requirements of the evolving labor market. Means of motivating the dropouts and their parents to the realization of their needs, helping them set worthy goals, and getting them to realize the importance of returning to school will be a difficult task. Educating and training the uneducated, unemployed youth looms as a big problem in Bourbon County. It is a community problem that requires community action. The schools have the responsibility to provide the leadership needed to develop an effective educational program for all of the people.

Each individual in Bourbon County who has academic, socio-economic, or other handicaps should be encouraged to complete as much education and training as he is capable of receiving.

This study brings into focus a two-pronged problem that schools must recognize and do something about if the dropout situation is to be improved. First, a program should be designed to prevent school dropouts. Second, vocational and basic education programs should be developed for the socioeconomic disadvantaged school dropouts who need to be drawn into an educational program that will develop them into more useful and productive citizens.

46. Turchan, Donald George. A Comparison of High School Dropouts Matched with High School Persisters in an Urban School System. Indiana University, 1965. 128p. Adviser: Christian W. Jung. 66-3135.

The purpose of the study was fourfold: first, to determine the differences in attitude toward education held by parents of high school dropouts and parents of matched high school persisters; second, to determine differences in personality of dropouts and matched persisters as measured on a continuum of extroversion versus introversion; third, to determine differences between dropouts and matched persisters for factors present in the home environment; and fourth, to determine differences between dropouts and matched persisters for factors present in the school environment.

The study was conducted in an inner-city and an outer-city high school in a Midwestern city have a population of over 150,000. A listing of all male dropouts for the preceding two and one-half year period from each high school was randomized. The first twenty-five dropouts, who

together with their parents exhibited a willingness to participate in the study, comprised the dropout sample for each school. It was possible to procure only twenty-two dropouts from the inner-city school. Within the respective high schools a school persister was found to match each dropout on the characteristics of sex (males only), age, general intelligence, and reading comprehension, bringing the total number of subjects to ninety-four. During the course of a home visit the available parent of each subject completed the Parent Attitude Toward Education Scale, by Gene R. Medinnus. Each subject completed the Contact Personality Factor Test of the Institute for Personality and Ability Testing. Parents and subjects provided responses for completing the Interview Schedule during the home visit. Data for completing the School Information Sheet were obtained from school records and professional personnel. The latter two instruments were constructed by the investigator. Data provided by the responses to the first two instruments were treated statistically with analysis of variance and t tests, while responses for the latter two instruments were subjected to chi square tests for significance.

A significant difference at the .01 level in attitude toward education was found between parents of dropouts from both schools. A difference was found at the .05 level for location of residence, between parents of dropouts and persisters from the inner-city high school versus parents of dropouts and persisters from the outer-city high school. No significant difference was found for interaction. Through use of t tests no significant differences were found between parents of inner-city dropouts and parents of outer-city dropouts, or between parents of inner-city persisters and parents of outer-city persisters, in their attitude toward education.

No significant differences were found for personality, when measured on a continuum of extroversion versus introversion, between dropouts and matched school persisters.

It was found that both mothers and fathers of persisters had higher levels of education, were more often presently married, had higher yearly incomes, and had smaller families. Siblings of persisters were more likely to continue in school. No differences were found for occupation of mothers or fathers, for whether the family residence was owned or rented, or whether a language other than English was spoken in the home. Although persisters were more active in the extra-curricular affairs of the school and claimed more friends in the school, no differences were found for the number of friends claimed in the neighborhood.

It was found that the dropout had lower grade-point averages, had more failures in the elementary and secondary grades, were more often absent from school, had more delinquency referrals to court, and had more contact with school counselors and social workers. No differences were found for special remedial course enrollment or number of individual psychological examinations.

47. Hickman, Charles Wesley, Jr. A Study of Factors Related to Persistence in School of White Children From Families of Low Parent Education Levels in an Urban Community. University of North Carolina at Chapel Hill, 1966. 220p. Adviser: Samuel M. Holton. 67-995.

This was an interview study of factors related to persistence in high school of white children from families of low parent education level in a North Carolina school located in an urban community. With the use of an interview schedule and data from school records, an attempt was made to determine differences between students who had remained in school to become high school graduates and those who had dropped out of school after completing the tenth grade. Pairs of persistent and dropout students were matched according to age, sex, intelligence test scores, parental education level, and continuous attendance in the same schools since grade five. Specific factors considered were relations with parents, school personnel, and student groups; attitudes toward past educational experiences and future educational plans; participation in school activities; and academic performance. The responses from the interview schedule and data from the school records were compared for each group and the level of significance of differences in responses for each item was determined. The following conclusions were indicated:

1. While both student groups came from families of low parent education level, there were systematic differences between the two in regard to: marital status and cash income of parents, number of working mothers, student attitude toward parents and siblings, parental interest in school activities and child's school progress, lack of father image in family, control, number of sibling dropouts, number of children in family, automobile accessibility, necessity for student to supplement family income.

2. Although both groups expressed positive reactions to their junior high experiences, the dropout students reflected a closer identity to the junior high school.

3. There were systematic differences in the attitudes of the two student groups toward senior high school in regard to: interest and achievement in school work, general enjoyment of school, ability to adjust to senior high, use of school counseling services, program of studies, educational goals, participation in school and classroom activities, teacher rapport, attitudes toward peer group, size of student body, attendance records, grades.

4. There was high incidence of behavioral problems in and out of school by students who became dropouts.

5. There was a history of law violations by families of students who became dropouts.

6. The students who became dropouts reflected a sense of social frustration in such areas as: ability to dress as well as classmates, acceptance by peers, and acceptance of the student social groupings.

7. The dropouts began dating and "going steady" earlier than the persistent students.

8. The (boy, girl) friends of the dropouts were indifferent to school persistence for themselves and those they dated.

9. The future educational plans of the dropouts were unclear.

48. Wilson, Albert John Endsley, III. Selected Factors Related to the Social Adjustment of School Dropouts in a Metropolitan Setting. University of Florida, 1966. 118p. Adviser: Irving L. Webber. 67-13,171.

Three groups of young persons aged sixteen through twenty-one were studied to investigate factors related to educational attainment. The three groups were (1) school dropouts who were enrolled in a Manpower Development and Training Act program, (2) school dropouts who were not enrolled in a Manpower Development and Training Act program, and (3) recent high school graduates. The groups were matched for age, race, sex, intelligence level, and residence. Each contained twenty-five persons, seventeen males and eight females.

Within a structural-functional theoretical framework, functional expectations of specific subsystems were related to general societal functional expectations. Certain conscious aspects of personality, referred to as the self-system, were also studied to explore the possibility that selective conformity to competing systemic norms may be related to self-concept.

Data were collected using employment service and school records; a qustionnaire relating to perceptions of the school system, the family system, personal relations, and economic values; and the "Index of Adjustment and Values." Eight null hypotheses were tested:

1. There is no difference in reasons for dropping out of school of the MDTA dropout group and the other dropout group.

2. There is no difference in perceptions of the educational system of the MDTA dropout group, the other dropout group, and the graduate group.

3. There is no difference in perceptions of economic values of the MDTA dropout group, the other dropout group, and the graduate group.

4. There is no difference in perceptions of personal relationships of the MDTA dropout group, the other dropout group, and the graduate group.

5. There is no difference in perceptions of the family structure-function of the MDTA dropout group, the other dropout group, and the graduate group.

6. There is no difference in self-concept of the MDTA dropout group, the other dropout group, and the graduate group.

7. There is no difference in self-acceptance of the MDTA dropout group, the other dropout group, and the graduate group.

8. There is no difference in perceptions of the ideal self of the MDTA dropout group, the other dropout group, and the graduate group.

Hypothesis number one relates to a single nominal level item and hypotheses number six through eight relate to interval level scores on the "Index of Adjustment and Values." The other four hypotheses relate to clusters of nominal level items concerning educational values, economic values, personal relations, and family relations. The chi-square test of significance was used for nominal level relationships and the t test for difference of means was used for interval level data.

Only two of the eight null hypotheses, number two and number five, could be rejected. Significant relationships were found between educational attainment and perceptions of the family system at the .01 level and between educational attainment and perceptions of the school system at the .05 level. Differences among the three groups were noted regarding reasons for leaving school, perceptions of economic values, and self-concept, but these were not statistically significant.

The findings of this study generally support those of earlier studies relating early discontinuance of education to competing expectations of multiple functional subsystems. This research differed from earlier studies in that three, rather than two, levels of participation in the educational system were included and in that certain conscious aspects of personality were studied to investigate the relationships between self-concept and behavior when alternative expectations are faced. The role of self-concept is not clear from the findings but it is suggested that self-concept may be correlated with certain of the variables for which the study groups were matched.

49. Boyles, Gary Eugene. Psycho-Social Variables Related to Four Categories of School Persistence in a Rural County: Graduates and Potential Graduates, and Dropouts and Potential Dropouts. University of North Dakota, 1967. 252p. Adviser: Eldon Gade. 67-13,728.

This study compared four categories of high school persistence on selected psycho-social variables. The major purpose of this investigation was to determine which variables showed significant differences or relations within the categories of school persistence.

The samples were selected from five schools in Ransom County, North Dakota. The county is rural in character, containing no cities over 2500 people. Occupations are primarily agricultural or agriculture related.

The samples consisted of (a) high school dropouts (18 males, 20 females) and high school graduates (25 males, 25 females); (b) eighth grade potential dropouts (27 males, 19 females) and eighth grade potential graduates (28 males, 18 females); (c) tenth grade potential dropouts (24 males, 25 females) and tenth grade potential graduates (24 males, 30 females). Intra-descriptive and intra-inferential comparisons were made for each of the three categories. The findings for the male and female samples were analyzed separately.

The Student Interest Inventory was used to identify the potential dropouts and graduates. The criterion for the potential graduate-dropout dichotomy was placement into either the lower 25 per cent or upper 25 per cent of the scores respectively. Students in the upper 25 per cent had scores near or at 30 which was the suggested cutoff score for identification of a potential dropout. (Cottle, 1966).

All of the dropouts and graduates included in this study were administered the Sixteen Personality Factor Questionnaire, Michigan State Work Beliefs Checklist, and Occupational Aspiration Scale, and a personal information form.

School related data such as courses failed, intelligence scores and achievement test scores was gathered from school records.

Significant findings common to both male and female dropouts are as follows: (a) Neither sample had attended any type of school or classes since leaving school and both groups stated that mothers rather than fathers were concerned about their leaving school early; (b) the two samples were found to be more psychologically prepared to move as new occupational alternatives appeared than the graduates; (c) the occupational aspirations for both groups were significantly lower than graduates; (d) both groups chose more often a vocational curriculum rather than academic, they read less current literature, and failed more high school courses than graduates.

Significant findings pertinent to the male dropout included: (a) while in school closest friends were peers; (b) friends were trusted while in school and likewise friends could be presently counted on for help; (c) they had a personality profile suggestive of behavior that was less assertive, more conforming, less concerned, and more eager to move from competition; and (d) they had lower achievement motivation in terms of organizing time, doing different things (change) and deferring gratification.

The significant findings concerning the female dropouts are as follows: (a) the decision to drop out came later in high school, they dropped out of school alone rather than with friends, fathers were concerned about their leaving school early, and being called a dropout did not affect their feelings towards others; (b) their personality scores suggest behavior that was more serious or taciturn, more restrained or timid, more careful or conventional, more self sufficient, and they preferred to make their own decisions.

The significant findings common to male and female potential dropouts in both the eighth grade and tenth grade include the following: (a) these students had lower achievement motivation on the scales measuring orientation toward work, evaluation of structured time, determination of events, and deferring gratification; (b) they had lower occupational aspirations; (c) their personality scores indicated low ego strength, low super ego strength, a tendency towards shyness or threat-sensitivity, that their self-sentiment formation was poor; (d) lower fathers' occupational level; (e) they chose a general or vocational curriculum rather than academic preparatory courses; (f) they read less current literature, were involved in significantly less extra-curricular activities, they missed more days of school, and they failed more courses.

The significant findings common only to male potential dropouts for both grades included: (a) their mothers had a lower educational level; and (b) they had a greater number of brothers who had dropped out of school.

The significant findings common to potential female dropouts in both the eighth grade and tenth grade included: (a) they were found to be less intellectually capable; (b) their mothers were more often working; (c) they had lower achievement scores and; (d) they were generally older.

50. Brumfield, Stanley Harvey. An Approach to the Student Withdrawal Problem Through the Use of the Structured Open-Ended Questionnaire and the Focused Depth Interview. University of Southern Mississippi, 1967. 150p. 68-2927.

This study sought to explore (1) the underlying causes for premature student withdrawal, and (2) the changes necessary to increase the school's holding power.

Participants in the study consisted of withdrawees who were preparing to take the General Educational Development Test at selected Adult Education Centers in New Orleans, Louisiana. Each participant was asked to respond to a Structured Open-Ended Questionnaire which was divided into four parts: (1) family data, (2) individual appraisal, (3) student withdrawal information, and (4) conditions for remaining in school. The Questionnaire responses were analyzed as a point of departure for the Focused Depth Interview. Apparent feelings of apprehension caused fourteen participants to withdraw, reducing the sample for the Depth Interview to thirty-six.

These remaining participants entered into an interpersonal relationship which was partially structured in an effort to gain a depth of understanding relative to previous patterns on the Questionnaire. Ultimately the interview was regulated by the following design: (1) it took place with persons involved in a particular concrete situation, (2) it was based on a response repertory analyzed prior to the depth interview, (3) it proceeded on the basis of an interview guide which was designed and outlined from the major areas of inquiry touched upon through the Questionnaire, and (4) it focused on the subjective experiences of the respondent.

From the results of this study, it now appears the student withdrawee is frequently characterized by certain conditions. That is, he comes from a home with five or more children, the home is usually broken by divorce or death, the father and mother have poor educational backgrounds and are employed in low-income service-oriented occupations, parental attitude toward education is poor or passive, the student often lives with someone other than his parents. Further, he lacks initiative, self-confidence, is withdrawn, disinterested in school, needs dental work, seems fairly mature and responsible, is fairly healthy, does not resent authority and works to help support his family. In school he appears disinterested, non-participatory, irregular in attendance, lacking in basic skills, has poor grades, dislikes courses and teachers.

Within the confines of the evidence now available, from the thirty-six individuals who agreed to participate in the depth interview, it seems students withdraw from school (1) to help support their families when circumstances require their assistance and school no longer seems relevant to occupational goals, (2) to satisfy basic psychological needs not obtainable within the school setting, (3) because they fail to resolve personal problems involving their relations within the family constellation, their relations with others, or their internal conflicts, and (4) because of severe personality disorders.

In response to what must be done to increase the school's holding power, it now appears school guidance services might be utilized more completely if greater attention is focused on guidance and counseling services dealing with the unique educational, vocational, and personal-social problems of the potential withdrawee. Further, a modified approach to grading, scheduling, curriculum, and individualized instruction is needed. It now seems some effort should be made to develop a school situation which is not ego-destructive to the potential withdrawee. The structuring of this type of setting might be done through the cooperative efforts of counselors, administrators, teachers, and parents.

51. Lauterbach, Walter Louis. Alienation, Anomie, and Dropouts. Claremont Graduate School and University Center, 1967. 170p. 68-10,519.

This study has sought to measure the feasibility of an alienation model to explain why some students leave school before graduation. Alienation leading to premature school withdrawal is believed to manifest itself in cultural alienation present in environmental factors, social alienation, drawn from school performances; and self alienation, revealed by a lack of internal and behavioral consistency. Data were collected for a population of high school graduates and dropouts of both sexes. While most of the information was obtained from school records, some came from community agencies, health histories, family records, and counseling interviews. With the intention of gathering historical evidence which would discriminate between successful and unsuccessful students, data were recorded at four educational levels for the purpose of selecting the most discriminant factors. Since it is apparent that school dropout is the result of multiple causation, a stepwise discriminant function was chosen as the appropriate statistical model because it was felt that dropouts and graduates represent

discreet categories rather than a continuum and the assumptions necessary for multiple regression methods could not be met in this research. The discriminant function program produced weights and constants which made possible the prediction of further cases in a cross validation procedure.

Both group averages and the most predictive variables supported the hypothesis of cultural, social, and self alienation of the original sample of students. Dropouts were culturally alienated from a disrupted family and community isolation rather than by more general and pervasive cultural factors. Upon entering school, both boys and girls made a poor initial adjustment, were more frequently retained in spite of average ability and achievement, and thereafter demonstrated their alienation from friends and school in different manners dependent upon their sex. Boys were alienated by virtue of their lack of achievement and success in more academic areas; girls by their poor behavior and frequent absences. At the later school levels, both groups were markedly inactive in school and community organized social activities. Dropouts showed their self alienation by generally greater discrepancies in the areas of performance in school. There were greater discrepancies between ability and grades and achievement and grades for the dropout group. During their later two years in school, there were greater changes in grades from year to year for dropouts than for graduates. Persons responsible for these students saw them as problems, as evidenced by their more frequent referrals for guidance services and police apprehensions.

Combining factors from two or more areas of alienation increased the predictive accuracy of both graduate and dropout boys' groups suggesting some degree of independence among the areas of alienation. Combination of factors from separate areas did little to improve the predictions of both girl dropouts and graduates, demonstrating a greater amount of correlation among areas of alienation.

Although the significance of differences between means obtained by the application of the most discriminant functions to the original cases exceeded the .05 level of confidence in every case, the discriminant functions were generally unable to predict dropouts and graduates from a new sample of students. The predictions were increasingly accurate at higher levels of education but were more effective than base rates only at the high school levels.

The failure of prediction could be partially attributed to regression, unreliability of the data, omission of some factors and the interaction of environmental and alienation factors. The greater accuracy of prediction for cases from the original sample points to the school environment as a force in cultural, social, and personal alienation.

52. Slaughter, Kenneth Brooks. A Study of Male Dropouts from Selected Public Secondary Schools of Mississippi. University of Southern Mississippi, 1967. 132p. 68-2943.

The purpose of this study was to identify certain significant characteristics, factors, and influences that were associated with male students who drop out of school and to suggest implications for school administrators in working toward a solution to the dropout problem.

To obtain necessary data for this study, the guidance counselors or the principals completed a Student Information Sheet on each dropout. The Student Information Sheet requested personal and family data as well as information pertaining to the dropouts' school life. Included were such information as test results, attendance and tardy records, scholarship, extracurricular activity participation, socio-economic level of family, educational level of family, and conduct.

A Student Questionnaire was completed by each dropout. The basic concern of this questionnaire was to secure from these dropouts a reaction to the eighteen items listed.

The Kuder Vocational Preference Test was used to determine if the dropouts had identifiable vocational interests. The SRA Youth Inventory was used to obtain the attitude or concern of the dropouts toward the eight areas as measured by the inventory.

The findings of this study include:

1. The dropouts from the schools studied showed a lack of extra-curricular activity participation. In this study 76 per cent of the dropouts had not participated in any extra-curricular activities.

2. Overageness for grade level at the time of withdrawal was a characteristic of 73 per cent of the dropouts in this study.

3. Continuous failure accounted for 70 per cent of the dropouts.

4. Eighty per cent of the fathers and 74 per cent of the mothers did not graduate from high school.

5. A lack of interest on the part of the dropout seemed to have had some influence on 53 per cent of the dropouts.

6. In this study the parents of 60 per cent of the dropouts were employed in unskilled occupations.

7. The factors of absenteeism and tardiness appear to be closely associated with early school withdrawal. Forty-five per cent of the dropouts in this study were considered to be absent and tardy excessively.

8. School adjustment is another factor that seems to be closely associated with early school elimination. Forty-four per cent of the dropouts were found to have poor school adjustment.

9. Approximately 54 per cent of the dropouts had the measured ability to achieve successfully in their school work.

10. Reading retardation was definitely present with regard to the dropouts included in this study. Seventy per cent of the dropouts had reading scores falling below the fiftieth percentile.

11. The dropouts in this study tended to be well behaved individuals. Only 12.8 per cent of the dropouts were considered by the guidance counselors to be disciplinary problems.

12. School transfer, income of the parents, and family status were not significant causes of early school withdrawal for the dropouts in this study.

13. It was found in this study that approximately 54 per cent of the reasons for dropping were school related, while 23 per cent were personal problems and 23 per cent were financially related.

The following conclusions have been drawn:

The characteristics, factors, and influences which differentiate dropouts in the selected Mississippi high schools included in this study seem to be cumulative. They include educational level of parents, occupation of parents, poor school attendance, lack of activity participation, overageness for grade level at the time of school withdrawal, and a high incidence of subject and grade failure.

Implications for school administrators drawn from this study include:

1. A school curriculum more closely aligned to the needs and interest of the teen-agers. The school administrator should consider ways in which the curriculum could be improved in order to hold as many of the students as possible.

2. A guidance program to direct students into courses suited to their needs and abilities. Help should be provided in the planning and preparation for future vocations as well as in problems of a personal nature. Follow-up studies of dropouts could give the administration clues to the dropout problem that would help in setting up a program that would discourage students from dropping.

3. An activity program in which a majority, if not all, of the students could be meaningfully involved. With such a high rate of non-participation among the dropouts, it seems mandatory that the schools, in their struggle to hold as many students as possible, establish an activity program geared to the needs and interest of the students.

4. Adult education programs. This would tend to break the vicious cycle "ignorance begets ignorance." As the parents become better educated, they would have a desire that their children likewise become better educated. Those dropouts who did not desire to return to school could benefit from this program also.

5. Work-study programs for the students who must drop because of financial reasons.

6. The hiring of sympathetic teachers to work with the potential dropouts. It is not unreal to believe that sympathetic understanding and friendly advice from an interested teacher can help a student to remain in school.

53. Tatum, Julian P. Variables Related to the Educational-Vocational Decision-Making of High School Seniors. Colorado State College, 1967. 275p. 68-463.

Advancements in technology will require members of our American society to make numerous educational-vocational choices throughout life. This problem was studied by investigating the educational-vocational decisions of the 1965-66 seniors and senior dropouts in the Colorado Springs public schools.

No comprehensive study had considered the relationships of a wide range of variables and the educational-vocational decisions of Colorado Srpings seniors and senior dropouts. Previous research has indicated the need for identifying the determinants of educational-vocational decisions.

The purpose of the investigation was threefold: (1) to determine what educational and vocational decisions the seniors and senior dropouts had made: (2) to investigate some selected variables important to the educational and vocational decisions of seniors and senior dropouts; and (3) to discover some important implications from this research to assist counselors, teachers, parents, curriculum specialists, testing consultants, and administrators in their efforts to help students.

The study was conducted by (1) a general questionnaire survey approach; (2) counselors' interviews with seniors and senior dropouts; (3) use of the Dropout Data Form, DDF, and (4) an instrument on how seniors make decisions, HSMD.

The data were prepared and processed by the 1130 IBM Computer Center at Colorado State College. Various responses and response patterns were analyzed in order to identify variables related to the educational-vocational decision-making of the seniors and senior dropouts.

Findings--

1. A majority--about six out of ten--of the seniors chose the Academic curriculum, and a similar proportion of the senior dropouts selected the General curriculum. One-fifth of the seniors and 15 per cent of the dropouts chose Vocational, Industrial Arts, and Business curricula.

Implications: The seniors' choices appeared to be more realistic and emphasized long-range goals and vocational preparation. Most of the dropouts' curricular choices did not equip them with salable skills.

The General curriculum and other offerings seemed ill-suited to the needs of those seniors who left school.

2. Approximately 69 per cent of the seniors planned to continue their education, while 70 per cent of the dropouts had plans for jobs, marriage, and entering the military services.

Implications: The seniors unlike the dropouts seemed to place high value on further education as a means of vocational preparation.

3. Seniors' top ranking reasons for the selection of high school curricula were: subject interest, subjects required for college, fitted educational plans, and ability.

Implications: It appeared the seniors, themselves, played an important role in curricular choice. Apparently teachers and counselors had not emphasized the importance of education as vocational preparation.

4. Important external influences on seniors' selection of high school curricula were: ninth grade teacher-counselors, family (including parents), parents, and teachers.

Implications: External influences were important to some of the students in the ninth grade. Counselor and teacher involvement with parents should help improve decision-making. The heavy influence by counselors may have been associated with directive practices.

5. Counseling services did not appear to be provided for all ninth grade students, and the main emphasis was on high school program planning.

Implications: High counselor-pupil ratios seemed to make it difficult to hold interviews with all students. The goals of the counseling program did not seem to place much emphasis on personal problems, self understanding, and career exploration.

6. The most popular reasons for the seniors' post-high-school plans were: satisfaction; interests, abilities, and grades; and to prepare for my vocation.

Implications: The emphasis on value determinants indicated the seniors assumed a prominent role in their decision-making. Less value seemed to be placed on education as a means of vocational preparation.

7. High ranking external influences on the seniors' post-high-school plans were: family (including parents); persons in professions, business, and trades; parents, teachers, counselors, and college representatives. Parental, teacher, and counselor influence declined from grades IX to XII.

8. Counselor contact with students was found to be greater in high school than in the ninth grade, and the focus in high school interviews was on high school programs and educational planning after high school.

Implications: Lower counselor-pupil ratios may have made greater contact possible. The goals of the counseling program seemed to place less emphasis on self understanding, career exploration, and personal problems.

9. Sex and health had some effect on the seniors' and senior dropouts' decisions.

Implications: The students' decisions were limited somewhat by traditional sex roles. The dropouts appeared to need more orientation for work and marriage. The dropouts more than the seniors indicated a need for health services.

10. Finances had a bearing on the seniors' and senior dropouts' educational-vocational decisions.

Implications: The establishment of a junior college in Colorado Springs should help many seniors to continue their education. The seniors may need to learn about scholarships, loans, and financial aids. Less fortunate seniors and potential dropouts may need part-time jobs, involvement in work-study programs, or referral to community agencies.

11. HSMD ratings indicated the senior dropouts and social work cases displayed poor decision-making behavior. The limited data suggested seniors exhibited better decision-making.

Implications: The senior dropouts and social work cases seemed to need assistance with their educational-vocational decision-making. The data for seniors were not conclusive.

12. DDF findings revealed that emotional maturity, social adjustment, achievement, and scholastic ability were important to early school leaving.

Implications: Guidance and counseling services and meaningful, interesting curricula seem to be needed. Identification, promotion, and grading procedures appear to need review, and special provisions for remedial reading are indicated.

13. Higher ability seniors tended to continue their education, and seniors of lower ability frequently had plans for work, marriage, and the military services.

14. A majority of the seniors continued their education if their fathers were well educated and engaged in high level occupations. Most of the seniors and dropouts with work, marriage, and military plans had fathers and mothers with little education, and the fathers were classified at lower occupational levels.

Implications: Seniors and potential dropouts should be identified, if they are to be helped by the schools.

15. Other family circumstances found to be important to the seniors' decisions were: older siblings' education, ordinal rank, the language spoken in the home, broken homes, and the number of books in the home.

Implications: To help seniors who may not continue their education, counselors and teachers need to know about those family circumstances that tend to discourage school continuation.

16. The seniors and senior dropouts' educational-vocational decisions were associated with multiple determinants, but occasionally a single determinant was found to be crucial. The use of normative data and counselor inter-views provided a better understanding of the students' decisions.

Implications: Counselors and teachers need to be aware of the many determinants that affect decision-making. Nomothetic and idiographic data can be helpful in assisting seniors and senior dropouts.

Recommendations

1. In depth studies should be made of the General curriculum and other high school curricula in order to provide instructional offerings appropriate to the needs of senior dropouts and lower ability seniors.

2. Senior dropouts need to see the values of vocational preparation and continued education. Identification as early as the ninth grade, guidance and counseling services, and orientation for work, marriage, and the military services were indicated.

3. It is recommended that teachers, counselors, parents, and business people combine their efforts to assist ninth and twelfth grade students in their educational-vocational decision-making.

4. In order to provide appropriate assistance counselors, teachers, parents, and administrators should be aware of the multiple and major determinants that affect the educational-vocational decision-making of ninth and twelfth grade students.

5. Career exploration and self understanding need greater emphasis in the guidance and counseling programs.

6. Follow-up studies should be made of college-bound and noncollege-bound seniors.

54. Anderson, Edmond Cardell. A Descriptive Study of Drop-Outs and Graduates with Implications for Drop-Out Prevention. University of Oklahoma, 1968. 139p. Adviser: Oliver D. Johns. 69-2492.

The study was undertaken to determine if there were significant differences in selected characteristics of those who dropped out of school

when compared with the characteristics of those who graduated from high school, after having attended the same elementary school. 1. To determine the extent of withdrawal. 2. To determine the period of withdrawal. 3. To determine the reasons for withdrawal. 4. To identify characteristics of drop-outs and compare certain characteristics of the drop-outs with those of the graduates. 5. To compare the academic achievement in elementary school of the drop-outs with that of the graduates. 6. To compare reasons for withdrawal revealed in this study with those revealed in four similar studies.

The 202 pupils of the seventh grade class of an elementary school were used in this study. The data from their records were secured from the elementary school and the several high schools which they attended. These data were organized, tabulated, and analyzed.

The findings showed that forty-eight or 23.76 per cent of the pupils graduated and 154 or 76.24 per cent withdrew. The largest group withdrew the semester preceding the end of the compulsory attendance period, and the second largest group withdrew after the beginning of the next semester following the end of the compulsory period.

The reasons given for withdrawing are listed in descending order: indifference or lack of interest, married, work, pregnancy, financial, social, dismissed or expelled by school authorities, illness, dislike for teachers, and joined the armed forces.

The drop-outs and graduates were compared in eight selected characteristics. It was found that approximately thirty-five per cent of the boy drop-outs entered late, that is, after fourteen years of age, as compared to approximately nine per cent of the graduates. Among the girl drop-outs forty-three per cent entered late as compared to eleven per cent of the girl graduates. The families of the drop-outs generally had more children than the graduates. This was especially true in families of six or more than six children. Among the boys about the same percentage of graduates and drop-outs lived with both parents. The boy graduates had a higher percentage living with only the mother than the boy drop-outs. Among the girl graduates the percentage living with both parents was much greater than that of the girl drop-outs. The girls, both graduates and drop-outs, had about the same percentage living with only the mother. The occupation of the father of both the graduates and the drop-outs was largely in the un-skilled category, and that of the mothers of both groupsgroups in the service category. The educational attainment of the parents of the graduates generally was better than that of the drop-outs. The intelligence quotients of the graduates, both boys and girls, were higher than the drop-outs. The drop-outs, both boys and girls, had a higher percentage of absenteeism than the graduates. The graduates did not fail any subjects during the first semester in high school, while approximately thirty-two per cent of the drop-outs failed one or more subjects. The graduates' records of achievement in elementary school were better than those of the drop-outs. Although these may have been contributing factors there was not a sufficiently great enough difference

between the drop-outs and the graduates to conclude that any one of these characteristics was highly significant alone in causing a pupil to withdraw.

Comparisons of reasons for dropping out in this study with those reported in other studies were inconclusive.

55. Malec, Michael Anthony. The Impact of Reference Groups on Dropping Out of High School. Purdue University, 1968. 221p. Adviser: Edward Z. Dager. 69-7478.

This thesis presents a social psychological study of certain aspects of the high school dropout problem. Its primary purpose is to determine the effect that identification with certain reference groups has on dropping out. In particular, we are concerned with three reference groups which might be expected to be of special importance with respect to this problem: the family, the peer group, and teachers. We are especially interested in the reference groups' values concerning education. In addition to these basic variables, we are also concerned with several related variables. Among these are: family integration, achievement values, and academic self-concept.

To test our hypotheses, a self-administered questionnaire was completed by 2007 high school students. One year after the questionnaire administration, 122 of these students had dropped out of high school. The responses of the subjects were then compared to the responses of two control groups of equal size. One control group was randomly selected; the other was matched on five key variables.

The research findings indicated that family influences were of special importance in comparing the dropouts with the random control group, but not with the matched group. Conversely, non-family influences were found to be important for the latter group, but not for the former.

56. Moss, Allen Miller. Differences in Academic Achievement, Motivation, and Personality Traits Between High School Dropouts and Persisters. [Appendix A: "Jim Scale Student Questionnaire (Form F)," pages 70-71, and Appendix B: "Group Personality Projective Test," pages 72-75, not microfilmed at request of author. Available for consultation at University of Alabama Library]. University of Alabama, 1968. 98p. 69-6558.

In recent years, the percentage of students who graduate from high school has increased from 30% to approximately 65%. There are many academically capable students, however, who drop out.

It has been found that approximately half of the dropouts leave school at age 16 and that the vast majority are poor readers.

The present study was an analysis of the differences in the variables of academic achievement, motivation to learn in school, and six selected personality traits between poor readers who withdrew from high school soon after age 16 (dropouts) and poor readers who remained in school beyond age 16 (persisters).

The subjects were poor readers who became 16 between the date of September 1, 1966 and August 31, 1967. Poor readers were defined as those students who scored in the lowest third of their age group, at age 15, on a standardized reading test.

From a total sample of 331 drawn from two school systems, one rural and one urban, 110 were selected for evaluation. Nine transferred to schools outside the systems leaving 101 subjects. There were 34 who dropped out and 67 who remained in school as of November 1, 1967.

Year-end grades for the academic year 1966-1967 were used as the basis for determining academic achievement. Grade point averages were based on a four point scale.

Motivation to learn in school was measured by the Junior Index of Motivation (JIM Scale) which produces a single scale. The JIM Scale was administered and scored by the instruction of Frymier (The Nature of Educational Objectives, 1965, p. 139).

The selected personality traits were measured by the Group Personality Test (GPPT). The six scales of the GPPT are tension, nurturance, withdrawal, neuroticism, affiliation, and succorance. The GPPT was administered and scored according to Cassel and Kahn (Psychological Monograph Supplement I-8, "The Group Personality Projective Test," 1961, pp. 33-35).

The hypotheses of the study were structured by the null hypothesis with the .05 level of confidence chosen as necessary for rejection.

Hypothesis I, that dropouts do not differ from persisters on all variables under study, was tested with the t ratio of the difference of the means. The hypothesis was accepted on the variables of motivation, tension, withdrawal, affiliation, and succorance. The hypothesis was rejected on the variables of academic achievement, nurturance, and neuroticism. Persisters obtained higher school grades. Nurturance and neuroticism scores suggested that the dropouts had a greater need to give aid to others and were more able to make sound decisions.

Hypotheses II, that dropouts as a group do not differ from persisters as a group on all variables under study taken simultaneously, was tested with the D-Square statistic of the linear discriminant function (LDF). The hypothesis was rejected. Findings indicate that the groups are different, and are identifiable from the variables in this study.

Hypothesis III, that dropouts as individuals do not differ from persisters as individuals on all variables under study simultaneously, was tested with the Biomedical Computer Program of the LDF. The hypothesis was rejected. Generally dropouts obtained Z-Scores which ranged from -.02 to -.04, while the persisters' Z-scores ranged from -.06 to -.08.

It was recommended that this study be replicated with another sample of poor readers to validate the findings of this study, and that a follow-up study be made with the subjects of this study to determine which variables predict persistence to graduation. A similar study with the GPPT should be conducted to analyze differences in race, sex, and socio-economic level.

57. Renfrow, Omer William. Dropout Prone and Non-Dropout Prone High School Boys: A Study of Differences. University of Illinois, 1968. 130p. 68-12,186.

As an urgency of the dropout problem has grown, studies have shifted from the characteristics of potential and actual dropouts to studies of attitudes, values, and social, psychological, and scholastic adjustment. New instruments have made these important data readily accessible and quantifiable.

In this study of differences, 325 of 566 sophomore boys enrolled in a comprehensive, integrated suburban high school formed the sample. They were the top and bottom 27 percent identified on Cottle's School Interest Inventory as dropout and non-dropout prone. They included Negro and white subgroups.

These groups and subgroups were compared as to attitudes toward school, value orientation, self-concept, and racial attitudes on these student self-report instruments: Student Opinion Poll, Differential Values Inventory, Self-Concept Q Sort, Semantic Differential, and Bogardus Social Distance Scale. They were compared as to adjustment on these teacher rating scales: Rating Scale for Pupil Adjustment and Personality Record. The t test of significance was used for all but one set of comparisons. For that one a simple comparison of means sufficed. Students' social class status, intelligence, and academic standing were also reported.

Major findings tended to support those of previous dropout studies and studies on student values and attitudes and on teacher perceptions of student adjustment. They brought to light relationships between Negro and white dropout prone not previously reported and not altogether expected.

Four conclusions were drawn from the study's findings. First, dropout prone are significantly more negative in attitudes and values and are rated by teachers as less well adjusted than non-dropout prone.

Second, Negro and white dropout prone are strikingly and significantly different from each other. Negro dropout prone are more positive than white dropout prone in self-reported attitudes and values. Poorer in intelligence and achievement, they are regarded by their teachers as somewhat less well adjusted than white dropout prone.

The Negro dropout prone studied appeared reasonably well disposed toward school, themselves, white people, and society's traditional values,

although their abilities and achievement were limited. In contrast, white dropout prone were average in intelligence, better in their studies, and better in teacher ratings of adjustment. Nevertheless, they appeared to be the most dissatisfied with school, the least traditional in values, the least adequate in self-image, and the most racially prejudiced of all.

Third, although positive in outlook, Negroes are over-represented among the dropout prone population. The study's Negro dropout prone were more positive in attitudes and values than white dropout prone, yet represented 53 percent of the dropout prone while only 34 percent of the class were Negro.

Fourth, although Negro dropout prone appear more positive in outlook, they can expect to be rated by their teachers as less well adjusted than the more negative, more intelligent, and better achieving white dropout prone at least until their academic ability and achievement match those of the latter.

Four specific implications were drawn for school practice. First, the instruments and procedures of this study can provide a realistic basis for improved staff assessment of the problems, needs, and potential of dropout prone. Second, these data and derived insights can help staffs develop appropriate individual and group provisions for potential dropouts. Third, staffs can use this type of data about specific dropout prone directly in motivating and counseling them. Fourth, these instruments and data can offer a point of departure for inservice study.

Perhaps the most important general implication for further research is that race must be considered a major factor for all future dropout studies involving integrated schools.

58. Whisenton, Joffre Trumbull. A Comparison of the Values, Needs, and Aspirations of School Leavers with Those of Non-School Leavers. University of Alabama, 1968. 186p. 68-11,252.

This study compared the values, needs, and aspirations of Negro school leavers with those of non-school leavers.

The research hypotheses were:

I. Both male and female Negro students who drop out of school during or at the end of grade nine place a lower value on academic achievement than do those students who continue in school.

II. The academic achievement of the identifying figures for Negro grade nine dropouts is lower than the academic achievement of the identifying figures of the Negro grade nine students who do not drop out of school.

III. Preferences and motivation for various fields of study vary between those Negro students who continue in school and those who drop out.

IV. For all male and female Negro students, measures of the needs vary between those students who drop out and those students who continue in school.

The ninth grade population of 386 Negro students at Druid High School, Tuscaloosa, Alabama, was examined in December, 1965. In September, 1966, seventy-eight students, forty-two girls and thirty-six boys, were identified as dropouts. Comparisons were made between values, needs, and aspirations of the "dropouts" and "continuing" students, as measured in this study.

The instrument used to measure values placed by the students on academic achievement was the Whisenton Belief Scale which consisted of twenty statements. The student responded by using a five point scale to agree or disagree. The educational achievement level of Negro national figures with whom grade nine students identified was measured by the Whisenton Academic Level of Identifying Figures. Negro national figures were presented in pairs, one figure of high academic achievement, one of lower academic achievement. The student selected the person that he or she preferred to emulate. The Sims Fields-of-Study Motivation Record was used to measure preferences and motivation for various fields of study. The Stern Activities Index was used to measure needs.

The statistical treatment of data employed Biserial Coefficients of Correlation and t ratio for anlyzing data on all four instruments. The .05 level was employed as the confidence level necessary for rejecting the null hypothesis.

The analysis of data for the first three hypotheses indicated that there were significant differences between dropouts and continuing students.

Hypothesis I indicated that continuing students' beliefs and values differed from those of dropouts.

Hypothesis II indicated that continuing students identified with different kinds of persons than dropouts.

Hypothesis III indicated that continuing students differed from dropouts in their total motivation for school work.

The null hypothesis was accepted on Hypothesis IV which postulated that for all male and female Negro students, measures of the needs vary between those students who drop out and those students who continue in school.

A positive correlation was found between potential school dropouts and identification figures of low academic achievement (e.g., Sammy Davis, Jr.) on the Whisenton Academic Level of Identifying Figures.

The findings suggest the following recommendations:

1. The Whisenton Academic Level of Identifying Figures may be useful in making comparisons between school leavers and non-school leavers

of their values, needs, and aspirations along with other data in an attempt to identify potential school dropouts.

2. Further studies should be conducted which explore ways of developing greater academic motivation in Negro students and in inducing a pride in the accomplishments of Negro figures who have attained academic success.

3. Further studies should be conducted to generate a prediction equation, using instruments of this study and others as a means of predicting potential dropouts.

59. Crawford, Douglas Gordon. Family Interaction, Achievement-Values and Motivation as Related to School Dropouts. [To obtain a microfilm copy please order directly from the National Library of Canada at Ottawa] University of Toronto, 1969.

It was postulated that dropping out of school by intellectually capable boys is a response to an environment which favors those with predispositions and beliefs usually associated with the middle-class and which are inculcated primarily in the family.

An explanatory model was proposed which linked specific socialization experiences in the family with two presumably important components of boys' achievement orientation: achievement motivation, and achievement-related values which were assumed to be directly related to their school status.

A random sample of two groups of thirty family triads was selected which had been stratified on the basis of the fathers' occupations. Each triad consisted of an adolescent male high school graduate or dropout of average IQ, and his English-speaking natural parents. The homes of the families were visited and sets of data were collected which consisted of questionnaires, TAT-like protocols, and tape-recorded family interactions.

The data were analysed to test 19 hypotheses subsumed under six research postulates.

It was found that:

a) There were no differences between the boys in achievement motivation;

b) The graduates and their mothers more likely subscribed to achievement-related values than did the dropouts and their mothers;

c) The graduates considered achieving success in school a highly valued goal while the dropouts placed high value on achieving success in non-school work;

d) The graduates likely realized more egalitarian relationships with their parents in family interaction than did the dropouts; and

e) The graduates' mothers were better educated and less demanding than the dropouts' mothers.

It was concluded that the achievement-related values of the graduates may have been transmitted in a social climate characterized by a power balance in family interaction. Therefore, in order for boys to meet the achievement standards of adult society it may be necessary to establish parent-child relationships which provide chances for the child to develop a sense of independent mastery of the environment by providing opportunities for responsible decision-making in family interaction.

Implications of the findings were drawn for research, the family, and school.

60. Husted, Grace Carole. Graduate or Dropout: A Sociocultural and Psychodynamic Analysis. St. Louis University, 1970. 401p. 71-3267.

National statistics indicate that during the present decade there are an accumulating 8,000,000 high school dropouts. The dropout group cuts across all ethnic, social class and geographic lines; but the overwhelming percentage originates in the blue collar and lower-white collar socioeconomic classes. A majority of the dropouts fall within the average IQ range and have more than adequate talent to finish high school profitably. Many more have IQ's adequate for the completion of college, but are lost as "natural resources" to the nation by premature withdrawal from the secondary school process. In view of the contemporary society's educational expectation for modern youth and the dropout youth's inability to get a job in the computerized, specialized, technological society, the very state of being a dropout has all but become by definition the state of being a second-class citizen.

The greater the number of negative factors working to the disadvantage of the student, the greater the chance of his dropping out of school.

The purpose of this dissertation is to analyze data from a research project on a specific facet of family background: the concept of primary relationships in the psychosocial origins of academic achievement.

The High School Dropout Study

A research study was designed of high school dropouts in six large urban centers. School authorities in Boston, St. Louis, New Orleans, Omaha, Denver, and Los Angeles assisted the research interviewers by providing twenty-five "matched" pairs of youth, one of whom had dropped out of school. The other member of the pair was completing the last semester of high school education. The youth were matched on the variables of sex, age, IQ, and general socioeconomic background. The 300 respondents, with fourteen exceptions, were either seventeen or eighteen years of age.

The instruments of research utilized in processing the teen-age sample were a questionnaire, a taped interview of appoximately forty minutes, and a Thematic Apperception Test.

61. Browning, Gordon Edward. Socioeconomic Status and Dogmatism Scores of High School Dropouts as Compared to High School Graduates. Florida State University, 1971. 92p. Adviser: Harold F. Cottingham. 72-13,491.

This study is based on Rokeach's theory of the open and closed belief system. The theory suggests basic characteristics within an individual's intellective system that define the extent to which a person can receive, evaluate, and act on relevant information, coming from outside his own system, on the basis of its own intrinsic merits.

A basic thesis of the study is that dropouts are relatively higher in dogmatism than graduates, and thus are less open to information about themselves within their school situations.

Scores on the Rokeach Dogmatism Scale were organized into a two by six factorial design. The two-way division was determined by academic status, either dropout or graduate. The six-way division was determined by six socioeconomic strata established by Alba M. Edwards' Social-Economic Groups.

The data were analyzed by computerized versions of the analysis of variance and a multiple means t test.

No significant difference was found to exist between mean dogmatism scores of dropouts and graduates on the basis of either total groups or individual socioeconomic strata. Regression slopes suggested a difference that increased as the upper end of the socioeconomic continuum was approached. Any differences that existed were obscured by a large standard deviance. A significant ($p < .01$), inverse relationship was found to exist between dogmatism score and socioeconomic status.

Replications of the basic procedure of this research are suggested. However, larger samples of dropouts and graduates extracted from current-year, high school-graduate base populations of various geographical areas are recommended.

62. Gerstein, Shayle Jay. Returnees at an Inner-City High School: A Comparison of Nonreturning Dropouts, Unsuccessful Returnees, Successful Returnees, and Stayins. Illinois State University, 1971. 472p. 71-27,407.

The purpose of the study was to determine whether there was a relationship between various factors and the following four student retention

record groups: stayins (ST), successful returnees (SR), unsuccessful returnees (UR), and nonreturning dropouts (ND). Unlike other previous studies about graduates and dropouts of standard high schools, this study divided graduates into ST and SR and dropouts into UR and ND.

The 1,188 subjects were selected from students at a large inner-city high school. It offered no special programs for returnees. The basic source of data on the subjects was the permanent record envelope. Various combinations of the four studont groups were compared in each of four models. The four models were concerned with (1) admission and control, (2) withdrawal; (3) readmission, and (4) progress and performance of graduates. Specific factors were controlled for each factor to render a more sophisticated interpretation of the data. The chi-square, contingency coefficient, and t-test were applied to substantiate existing significant differences; and the .01, .05, and .10 levels of significance were used in reporting the findings. In addition, case studies from a sample of the SR were reported.

There were significant differences in the region of Birthplace, Sex, Age Upon Entering High School, Initial English Grade Level, and Initial Mathematics Grade Level, among ST, SR, UR, and ND. There were significant differences in the Withdrawal Reason, Age When Leaving, and Year in High School When Leaving, among SR, UR, and ND. There were significant differences in Credit After Leaving and Before Returning, Major Units Earned Before Returning, Age When Returning, English Grade Level When Returning and "C" or Better Grade in a High School Subject Before Leaving, between SR and UR. There were significant differences in Curriculum Specialization, Highest English Grade Level, Number of Minors Failed, Number of Years in High School, Student Activities Participation, and Number of Absences. There were no significant differences in Highest Mathematics Grade Level, Number of Majors Failed, "B" or Better Grade in a High School Subject, Trait Ratings, and Grade Point Average.

It appeared that students two or more years overage and/or at the low remedial level in both English and mathematics have little chance for success in a standard high school program.

Having large numbers of students withdraw for nonmaternity reasons, be readmitted, and withdraw a second time as UR, apparently results in a sizeable waste of time and energy for students and school officials. It was recommended that potential UR should be allowed and encouraged to remain school somewhat longer with the probable results that they might become eith "ST taking more than the normal four years to graduate" or ND.

When considering readmittance, a student's background at the time of admittance to high school does not appear as important as progress and improvement while in high school. An apparent, basic, and probably critical distinction between successful and unsuccessful returnees was the motivation and ability to improve and/or succeed in some subject or activity. One of the most outstanding and important findings of this study was that girls who left for maternity reasons constituted the overwhelming majority of the SR and had high returnee and successful returnee rates of 42 percent

and 36 percent, respectively. For the total group, the returnee rate was 22 percept; and, the successful returnee rate, 11 percent.

The recommendations offered in the study for slight modifications of the present standard high school program and format, including school counseling and student activities, appeared appropriate for a sizeable proportion of potential dropouts. Recommended procedures appear to be of limited value in effectively retaining the alienated and strongly maladjusted youth--possibly the largest group of inner-city dropouts.

63. Renas, Stephen Michael. An Economic Analysis of Academic Dropouts. Georgia State University School of Business Administration, 1971. 115p. Adviser: John J. Klein. 72-2996.

The objective of this thesis is to examine the impact of imperfect capital markets on the educational investment decision. Earnings while attending school are typically lower than the earnings which a person could receive had he dropped out the year before. As a result, a student may require some form of financial assistance before he will pursue additional education. Since schooling is a very illiquid asset, a lender assumes a considerable risk when he extends a loan to a student. Thus, a student who applied for a loan is likely to be turned down unless there is some external (e.g., governmental) guarantee that the loan will be repaid.

We developed a theory of investment in human capital in which a person selects that educational investment opportunity which permits him to attain the highest expected utility surface, which is a function of his intertemporal pattern of consumption. He chooses the optimal investment opportunity subject to the constraints which are imposed upon him in the capital market. We demonstrated that a person may drop out of school at an early age if he experiences difficulty in financing his education.

Alternative measures of the profitability of an investment in human capital were examined. When capital markets are perfect, the choice of that investment option which provides the largest present value permits a person to reach the highest attainable lifetime utility surface, and is therefore consistent with rational choice. However, when capital markets are imperfect (i.e., when the assumption of equality between the borrowing and lending rates is relaxed), adherence to the present value decision rule does not, in general, permit an individual to maximize utility and therefore may be inconsistent with rational behavior. Since a student is unlikely to encounter a perfect capital market, the present value decision rule does not appear to be a valid instrument for estimating the returns to schooling. This finding points up a serious short-coming in those studies which suggest that a person may respond to differences in present value when selecting an occupation and when deciding upon the amount of education to acquire before entering an occupation.

We estimated by simulation the degree to which a person's willingness to defer gratification (i.e., his desire to sacrifice small immediate

rewards in order to accumulate more valuable rewards in the future) and ability to finance his education may affect his decision to remain in school. The intertemporal utility function which is associated with Ando and Modigliani's life-cycle income hypothesis was adopted. Our empirical findings are usually consistent with our a priori observations. A persons's willingness to defer gratification and his desired level of education are, in most cases, positively correlated. Moreover, a student's decision to remain in school is frequently affected by his success in obtaining financial assistance.

A person who is otherwise capable of pursuing an education may fail to enroll in school for an additional year if he experiences difficulty in financing his education. The level of academic attainment may be increased if financial assistance to students is provided on a broader scale. However, a general equilibrium frame of analysis is required to examine the impact of this policy on the decision to remain in school. Similarly, an extension of the model developed in this thesis may be used to examine the effects of deferred tuition plans on the student's decision making process.

64. Bertinetti, Joseph Francis. A Comparison of Self Concepts, Values and Occupational Orientations Among Three Groups of Adolescents. [Pages 89a-90, previously copyrighted material not microfilmed at request of author. Available for consultation at University of New Mexico Library] University of New Mexico, 1972. 124p. 72-30,746.

The purpose of this study was to investigate differences or similarities that exist between students presently attending a progressive school in Albuquerque, New Mexico; students attending conventional/traditional high schools in Albuquerque, New Mexico; and students who have applied to attend Freedom High School. The latter group was comprised of students presently attending conventional high schools and former students who had already dropped out of school and were not currently engaged in a formal educational experience.

The literature reviewed stressed that freedom in an education experience was the most important psychological aspect a person could experience. During the early years of this century, educational reform was stressed. Part of this reform advocated introducing freedom into the educational system.

In order to determine if a specific type of educational experience had specific identifiable effects on students, it was decided that a study should be undertaken to investigate differences or similarities among students in the progressive school, the conventional school and those who have applied for admission to the progressive school in the areas of self concept, occupational orientation and values.

Differences or similarities were assessed using three published, standardized instruments: The Tennessee Self Concept Scale; Hall's Occupational Orientation Inventory; and the Allport, Vernon, Lindzey Study of Values.

The research sample included 221 secondary school students and former students in Albuquerque, New Mexico. The students were divided into three groups as follows: 1A. Sandia High School students--100., 1B. Rio Grande High School students--50. 2. Freedom High School students--50. 3. Waiting list group of students and former students--21. Groups 1A and 1B were combined to comprise the conventional school group.

Differences or similarities that existed among these groups of subjects were assessed by an Analysis of Variance (ANOVA) treatment for each sub-hypothesis. Because of the specific nature of the statistical analysis, it was necessary to [illegible]ne sub-hypotheses for each listed hypothesis.

Based on the results, only seven of eighty null sub-hypotheses were rejected. Of the eighty, seventy-three failed to be rejected. Certain conclusions may be drawn concerning the results of the three instruments used in the study. The conclusions are as follows: 1. Subjects from the conventional school group when compared to the Freedom High group had similar scores on the Tennessee Self Concept Scale. No significant difference was achieved on any variable. 2. Subjects from the Freedom High group when compared to the waiting list group had similar scores on the Tennessee Self Concept Scale with the exception of the social values score. The Freedom High group had a higher significant score on this variable than did the waiting list group. 3. Subjects in all three groups of comparison had low scores on the Tennessee Self Concept Scale when compared to the norm group. 4. When subjects from the conventional school group were compared to the Freedom High group on the Hall Occupational Orientation Inventory, only the creativity, independence variable was significantly higher for the Freedom High group. 5. When the Freedom High group was compared to the waiting list group on the Hall Occupational Orientation Inventory, no significant difference was achieved. Both groups possessed similar work orientations. 6. When comparing the conventional school group and Freedom High group on the Allport, Vernon, Lindzey Study of Values, the conventional school group had significantly higher social values and religious values than did the Freedom High group. The Freedom High group had significantly higher scores on aesthetic values than did the conventional school group. 7. When comparing the Freedom High group and the waiting list group on the Allport, Vernon, Lindzey Study of Values, the waiting list group had significantly higher social values than did the Freedom High group. The Freedom High group had significantly higher political values than the waiting list group. 8. Overall, there were more similarities between groups than differences.

65. Currie, Patricia Annette Sumners. An Evaluation of Predisposing Drop-Out Factors Which Affect Academic Performance Among Sixth Graders in the Mississippi Choctaw Indian Schools. University of Virginia, 1972. 82p. Adviser: Richard L. Beard. 72-33,233.

The problem of this study was to determine what predisposing drop-out factors affect academic performance among sixth graders in the Mississippi Choctaw Indian schools. The specific directional guidelines of the study were formed by the following objectives: (1) To determine how certain personal and socio-economic factors of the sixth grade Choctaw Indian students correlate with their scores on the California Achievement Test. (3) To determine whether students who were taught using the "Open Classroom" method of instruction showed more improvement on the California Achievement than did students still in the more traditional classrooms.

Reports of the Bureau of Indian Affairs showed that there was a high drop-out rate in the Choctaw Indian schools at the junior high school level. It was suspected that low socio-economic and personal conditions could possibly account for the high drop-out rate. This study was an effort to determine what predisposing factors affect academic performance among the sixth graders.

The population for this study consisted of 94 sixth grade students enrolled in the Bureau of Indian Affairs Schools in east-central Mississippi. All the sixth graders filled out a questionnaire and were given the California Achievement Test. Data from the questionnaire were analyzed through a program designed for the Burroughs computer which yielded correlations and Chi-square statistics. Also a mathematical computation was done to determine the difference between 1971 and 1972 California Achievement Test scores.

Findings

1. Specific socio-economic factors of the Choctaw Indian sixth graders as determined by the student questionnaire did not affect academic performance as measured by the California Achievement Test, except for the educational level of the students' mothers.

2. Many of the students do live under low socio-economic conditions.

3. The predominant language spoken in the student's home is Choctaw; therefore, the Choctaw culture is still greatly emphasized.

4. Teachers in the Bureau of Indian Affairs schools are encouraging students to aspire to more education; or perhaps conditions in the Bureau of Indian Affairs schools are such to inspire students to seek more education.

5. Students who were taught by teachers using the "Open Classroom" system scored slightly higher--29.00 versus 28.90--on the California

Achievement Test in 1972, after the "Open Classroom" system was implemented, than they did in 1971, while most other students showed a marked decline in scores.

Recommendations

1. The discoveries of this study indicate that despite the obvious need for more federal funding to upgrade the socioeconomic conditions of the Choctaw people, money alone is not a viable solution to the problem of low socio-economic, personal and academic achievement. The problem must be attacked at the family level.

2. More home and educational facilities are not necessarily the answer to an improvement of the academic standing of the Choctaw sixth grade students; but the socio-economic factor which correlated most highly with the students' test scores was the parents' education. The problem of low academic achievement could be approached through a comprehensive adult education program, for an adult education program might have more influence on the performance of the students than would anything else.

3. In view of the previously stated suggestions, consideration should be given to an annual follow-up study of this year's (1972) sixth graders. This study should continue through their sixteenth year of education.

4. An annual study of each year's sixth grade Choctaw Indian students could prove helpful and could possibly help alleviate the drop-out problem.

66. Nelson, James Walter. Student Non-Attendance, Class Truancy and Failure at the Secondary School Level. Northwestern University, 1972. 160p. 73-10,264.

The problems under investigation in this study are non-attendance to school, the determination of certain behavioral characteristics of the class truant, and the investigation of why students intentionally absent themselves from class thus withdrawing from the formal learning process. Subordinate to but directly related to these problems are efforts to examine the relationship between the lack of attendance to class and course failure and the relationship between students who are truant from and/or failing courses and achievement and reading performance on standardized tests. The research is designed to generate basic questions for use in future studies as it attempts to determine the parameters of the problems and analyze many contributory variables.

The study has certain limitations as the complexity of the problems and the multiplicity of variables involved make evaluation difficult. It does, however, attempt to be important research in several respects. Attention is raised to the severe magnitude of the non-attendance and failure problems as indicators that the public school is not perceiving and serving the needs of many students and should examine its priorities

and expectations. The central focus is on the student as the vital element in the educational process. It is hoped that this approach provides an additional and significant perspective for use by the school-community in the consideration of changes and innovations in public secondary schools.

The approach centers first around the assessment of the scope of the problem of non-attendance to class. The study is done at Evanston Township High School, Evanston, Illinois, one of the nation's leading public secondary schools and utilizes a sampling of that school's student and teacher and parent population. After researching many different aspects of the non-attendance dilemma, a comparison of non-attendance and course failure information is made. The study then specifically examines the class truant by grade level, sex, race, and subject areas cut and/or failed. Relationships between the class truant and disciplinary difficulties, work with special pupil personnel services staff, achievement and reading scores on standardized tests, and withdrawal from school are also studied. The final portion of the project probes the issue of why students are truant from class by soliciting opinions from students and teachers and indicating the role and impact of parental attitudes and responsibilities toward school attendance.

The research accomplishes the determination of the magnitude of the non-attendance problem, provides the partial construction of a profile of the class truant, indicates the existence of a direct relationship between non-attendance to class and course failure, and seeks to objectively conclude why students truant themselves from classes. Its intent is to stimulate a recognition of these problems insofar that curricular and scheduling innovations, the revision of teacher and administrative training and evaluation programs, and any reallocation of financial and other resources for education will have a more positive impact on the public school "classroom" and on how the individual student views the importance of his formal secondary school education.

67. Greaney, Vincent M. A Longitudinal Study of Irish Secondary School Students and Dropouts. Boston College, 1973. 368p. 73-11,369

A nationally representative sample of eleven-year-old Irish school children (N:500) was followed up four years later in order to determine the post-primary school destination of these students. Thirty separate measures had been obtained on each primary school entrant. These included measures of home background, personal characteristics, educational history and geographical location. A standardized verbal reasoning test was administered to each student in the sample. Information on the remaining twenty-nine variables was obtained by means of questionnaires which were mailed to the students' teachers.

The major purpose of the study was to identify the variables which best discriminated among students who subsequently became secondary school students, vocational school students or primary school terminal leavers. The measures which were obtained while the students were enrolled in

primary school were also used to discriminate between stayins and dropouts within each of the following four post-primary groups: 1) Junior cycle secondary stayins and dropouts, 2) Junior cycle vocational stayins and dropouts, 3) Post-junior cycle secondary stayins and dropouts, and 4)Post-junior cycle vocational stayins and dropouts. The end of the junior cycle, the first of two stages of post-primary education, is marked by one of two state examinations. The state examinations are normally taken either two or three years after the student enters post-primary school.

It was determined that slightly over two-thirds of the students had enrolled in a secondary school, one-quarter had enrolled in vocational school, while the remainder had not sought second level education upon leaving primary school. Through the use of stepwise discriminant function analysis two dimensions or functions were identified along which significant differences among the three groups were found. The first and most important dimension was described as an SES-attendance-sex-verbal reasoning-non lay primary school factor. The second function was interpreted as a social maturity-cognitive performance factor. The two functions were used to predict correctly the post-primary school destination of approximately 74% of the students. A subset of fifteen variables was shown to perform the task of discriminating among the three groups almost equally as well as the thirty variables.

Separate multivariate analyses of variance established that in only one of the four post-primary school comparisons was it statistically possible to discriminate between stayins and dropouts. Junior cycle secondary stayins were discriminated from dropouts by means of a function which was interpreted as a satisfactory primary school behavior record-SES factor.

In addition to the multivariate results univariate contrasts of secondary entrants, vocational entrants and primary school terminal leavers, and also of post-primary stayins and dropouts were examined. The results of these contrasts were compared with the findings of a number of related studies.

The study concluded that SES, school attendance record, sex, verbal reasoning ability and primary school behavior records were the major discriminators among secondary school entrants, vocational school entrants and primary school terminal leavers. At most levels, dropping out of school appeared to be related to school attainment and verbal reasoning ability. The findings also suggest that the dropout rate in a particular geographical area may well be related to the employment opportunities in that area. The results seem to indicate that a sizable minority of secondary students are unsuited for the secondary schools. With regards to the vocational schools, the relatively high dropout rate and poor performance record on state examinations coupled with the inability of these schools to attract their proportionate share of the more able primary school students suggests that a full scale review of the present status of vocational education in Ireland is needed.

The implications of the results for Irish education are discussed and a number of suggestions for further research are offered.

68. Dahlin, Donald Dale. Developing Holding Power in the Public School for Potential Dropouts. University of Nebraska Teachers College, 1967. 220p. Advisers: Wesley C. Meierhenry and Alan T. Seagren. 68-3780. [Appendix D: "The Mooney Problem Check List," pages 195-197, not microfilmed at request of author. Available through the Psychological Corporation, New York].

The purpose of this study was to: (1) identify characteristics common to the dropout; (2) ascertain from the literature recommended practices for increasing school holding power; (3) administer the recommended practices to a selected group of students; and (4) ascertain from the selected students the most desirable school holding power practices of those administered.

Following a review of the literature, personal interviews were conducted with the available 1964-65 school dropouts to determine factors relating to their termination of secondary school. A study group was selected from the 1965-66 enrolled student body of Grand Island High School on the basis of the characteristics common to the dropout as determined from the literature. The characteristics of the 1964-65 dropouts and the 1965-66 study group were compared to substantiate similarities. A student opinion survey, the Mooney Problem Check List, the student questionnaire, and the parent questionnaire were used to secure detailed information about each member of the study group. The detailed information obtained on each member of the study group was necessary to more fully understand the students involved so that the school personnel could attempt to work more effectively with the group. Practices ascertained from the review of literature were applied to the study group throughout the school year in an attempt to encourage members of the study group to remain in school and to ascertain from these students the most satisfactory school holding power practices of those applied throughout the school year.

It was found that: (1) there are certain characteristics or symptoms of vulnerability to possible early school leaving which can be ascertained in order to identify potential dropouts; (2) special practices can be ascertained and administered to increase school holding power in the secondary school; (3) potential dropouts can be identified and retained in school by administering special recommended practices; and (4) the holding power of the Grand Island High School increased during the 1965-66 school year, the year of the study.

The results of this study have produced the following recommendations for further consideration and study. They are: (1) the curricular offerings of the high school must be extended for the lower end of the ability range if all students' needs and interests are to be met, and full student potential is to be realized; (2) the extracurricular activities program should be evaluated and revised to allow each pupil to participate and develop a feeling of achievement and belonging; (3) potential dropouts should be assigned to sympathetic, understanding teachers; (4) the guidance staff should be made responsible for coordinating the anti-dropout policies

of the school; (5) a person should be employed on a full time basis to act as a liaison agent between the school and the home; and (6) further study should be undertaken in the Grand Island Schools to determine whether progress is being made in the holding power of the school, and to determine findings that hold promise for extending educational opportunities to all pupils.

69. Edwards, Arthur B. An Analysis of the Creative Ability Levels of the Potential Dropout in the Average Mental Ability Range. University of Tennessee, 1968. 70p. Adviser: L. M. DeRidder. 69-7154.

The purpose of this study was to discover what differences might exist among average IQ Ss at the ninth grade level on measures of creative potential. The Ss were divided into three categories, i.e., underachiever, average achiever, and over achiever. Null hypotheses tested were (a) the underachieving Ss, the average achieving Ss, and the overachieving Ss from the ninth grade level in the average IQ range do not differ significantly from one another on measures of creativity, and (b) the underachieving Ss, the average achieving Ss, and the overachieving Ss from the ninth grade level in the average IQ range do not differ significantly from one another on measures of creative personality.

The Ss for the study were selected from the eleven junior high schools of Topeka, Kansas. Selective criteria were (a) the Otis Quick Scoring Intelligence Test, the California Achievement Test, and teacher evaluation. The IQ range was controlled for all subjects between 95-105, with means of 97.4, 97.7 and 100.7 respectively for the under, average, and overachievers. Mean grade placement and composite percentile was 7.9 and 27 for the underachiever; 9.4 and 56 for the average achiever; and 11.7 and 86.6 for the overachiever. Teacher evaluation identified the underachiever as the S with less than a C grade; the average achiever as the C student, and the overachiever as B or above. Teacher evaluation and achievement test results had to agree in order for a student to be retained in the sample population. Twenty-one Ss were selected for each category, making a total of sixty-three.

Three of Guilford's tests of divergent thinking, and Cattell's Jr.-Sr. High School Personality Questionnaire, were utilized in testing the hypotheses. The Guilford tests included (a) Ideational Fluency, DMU, Form AA; (b) Plot Titles, DMTOID (high), and (c) Alternate Uses, DMC, Form A. Statistical methods utilized in the analysis of the data were the mean, analysis of variance, Duncan's Multiple Range Test, and Spearman's Rank-Order Coefficient device. The .05 level was selected for designating the level of significance of the findings.

Analysis of the data produced the following results: (a) The null hypothesis was rejected for the Plot Titles and Alternate Uses tests. Analysis of variance showed a significant difference among the three categories, and Duncan's test identified the overachiever as significantly

more creative, with no significant difference between the under and average achiever; (b) The null hypothesis was accepted for the Ideational Fluency test. The measure did not differentiate significantly among the three categories. (c) The null hypothesis was accepted for the HSPQ. It showed no significant difference among the three categories. The means were nearly identical. Correlation coefficients showed a consistent pattern of significant relationships between composite percentile scores from the California Achievement test and each of the creativity measures including Creative Personality test for the overachiever; but no significant pattern for the under and average achievers.

The following conclusions were drawn from the study: (a) There is no significant difference between under and average achieving students in the average IQ range at the ninth grade level on measures of creativity. (b) The overachiever shows significant superiority over the under and average achiever on two of Guilford's tests of divergent thinking ability. (c) There is some evidence that teacher evaluation, achievement tests and creativity tests are more accurate predictors of creative ability than is IQ. (d) There is some evidence that achievement tests and creativity tests measure a mental capacity not measured by traditional IQ tests.

70. Chedekel, David Selwyn. The Levels of Anxiety and Self Actualization in Dropout-Prone Ninth Grade Boys. Boston University School of Education, 1971. 174p. Adviser: James F. Penney. 71-26,682.

An interest in dropout proneness, and concern over the paucity of studies dealing with the relationship between personality factors and dropout proneness, led the present researcher to investigate anxiety and self-actualization in early adolescent dropout-prone boys.

Relationship of Anxiety and Self-Actualization to Dropout Proneness: Summary of the Literature

Most of the literature reviewed emphasized the presence of anxiety in dropout-prone boys. The effect of anxiety on one's ability to accomplish developmental tasks integral to the fulfillment of self-actualizing tendencies was considered to be a significant variable.

Hypotheses

In an attempt to measure the level of anxiety and self-actualizing tendencies existing in ninth grade male potential dropouts, the investigator hypothesized that: (1) dropout-prone boys would demonstrate higher levels of anxiety and lower levels of self-actualization than non-dropout-prone boys; and (2) there would be a significant negative correlation between anxiety and self-actualization.

Methods and Procedures

The subjects were 300 Caucasian boys, ages 13 through 16. This constituted the total ninth grade male population of the school system

in which the investigation was conducted. The Demos D Scale, the IPAT Anxiety Scale (Self-Analysis Form), and the Personal Orientation Inventory were administered in groups to the total sample in the fall and spring of the ninth grade and the fall of the tenth grade. Following the initial testing, a random sample was selected for one-third of the population. This was a stratified sample with stratification based on socio-economic classes of the subjects. Subjects in this group served as a cross-validation sample to test the effectiveness of the Demos D Scale as a predictor of dropout proneness.

Results

The quantitative data were analyzed statistically by four procedures: (1) analysis of variance, (2) simple correlations, (3) multiple correlations, and (4) regression analysis. The null hypothesis was rejected at the 5 percent level of significance.

One instrument, the IPAT Anxiety Scale, significantly differentiated dropout-prone boys from non-dropout-prone boys. The results did not demonstrate that a relationship existed between dropout proneness and self-actualization, as measured by the Personal Orientation Inventory. The secondary hypothesis that there is a relationship between self-actualization and anxiety was supported. In addition, the investigator demonstrated a significant correlation between dropout proneness and certain demographic variables when these variables were considered in total. In predicting the Demos scores from the cross validation sample, there was a high correlation between the Demos Total score and dropout proneness.

Conclusions

In an effort to understand why the major hypothesis was not completely supported, the investigator posited three considerations: (1) the Demos D Scale does not accurately measure attitudes which would have either a positive or a negative effect on self-actualization; (2) the scales of the Personal Orientation Inventory used in this study do no place enough emphasis on any one attitudinal area measured by the Demos D Scale; and (3) attitudes (measured by the Demos D Scale) which would either positively or negatively affect the development of self-actualizing tendencies are not substantially developed during early adolescence.

The data suggested that the greater the degree of dropout proneness in an early adolescent boy, the higher the level of his anxiety. It was also found that anxiety has a negative effect on the development of self-actualizing tendencies. Finally, experimental findings suggest that although potential dropouts may be more anxious than their non-dropout-prone peers, the two groups have similar propensities toward self-actualization.

Suggestions for Future Research

(1) Future samples should be sexually and racially heterogeneous.

(2) Anxiety and self-actualization should be studied over a wider developmental period than early adolescence.

(3) Further research should be conducted to evaluate the validity and reliability of the Demos D Scale, the IPTA Anxiety Scale, and the Personal Orientation Inventory in terms of their use with adolescents.

71. Phifer, Melvin Preston. A Comparison of the Problems, Personality Characteristics and Self Concept of Students Identified as Potential Dropouts and Non-Potential Dropouts in a Two County Area in Mississippi. Mississippi State University, 1971. 89p. Adviser: John H. Harper. 71-27,038.

The purpose of this study was to determine if there were significant differences in personality traits and professed problems of students identified as potential dropouts and those identified as non-potential dropouts in selected schools in Northeast Mississippi.

This study, conducted in the Alcorn and Tishomingo School Systems in Northeast Mississippi, involve the identification of potential dropouts in the sixth grade in the aforementioned schools. All sixth grade students were classified as potential dropouts or non-potential dropouts based on certain criteria. After students had been classified into one of the two groups, the Children's Personality Questionnaire, the Junior High Form of the Mooney Problem Checklist, and the About Me Self Concept Report were administered. By use of the Table of Random Numbers 100 subjects were selected from each of the two groups. The scores were treated by single classification analysis of variance.

The data indicated that the potential dropouts were more warm and sociable and ready to cooperate more than the non-potential dropouts who were stiff, aloof, and resisted adult direction. The potential dropouts were duller, or less intelligent, than the non-potential dropouts. The potential dropouts were more immature than the persisters. They were more undependable and venturesome than the non-potential dropouts.

The potential dropouts were more realistic, self-sufficient, and more socially unalert and lacking in self insight than the non-potential group.

Potential dropouts showed six dominant personality traits; warmth, emotional maturity, lower scholastic ability, deliberateness, shyness, and social awkwardness. The non-potential dropouts had three dominant personality traits: emotional maturity, self-sufficienty, and low scholastic ability. The potential dropouts had higher self concepts than the non-potential dropouts. Potential dropouts indicated their problems were with school and self centered concerns, while non-potential dropouts indicated few problems with school, but were most concerned with problems in interpersonal relations.

Conclusions

1. There was a significant difference between potential and non-potential dropouts on ten of the fourteen personality traits assessed by the Children's Personality Questionnaire.

2. Potential dropouts had a higher self-concept than non-potential dropouts.

3. Potential dropouts indicated that they had more problems than the non-potential dropouts.

4. Personality factor test, self-concept report, and a problem check list can be used to identify potential and non-potential dropouts.

72. Holmes, William Robert. Identification and Exploration of Factors Related to Potential Dropouts. University of Southern Mississippi, 1972. 104p. 72-26,553.

Statement of the Problem: The problem of the study was to construct an instrument to identify potential school dropouts in the upper elementary grades. Specifically, the study concerned itself with, (a) the development of an instrument (PDI) to be used in the assessment of potential dropout characteristics, and (b) the partial validation of the initial form of the instrument.

Procedures: Items were assembled which could be used in the measurement of behavior and/or characteristics, which have been identified as the literature as being typical of potential school dropouts. These items were then categorized into two major divisions: (1) descriptive background information, and (2) school behavior.

Thirty judges were asked to evaluated the pool of items which had been collected for the PDI. Based upon the judges' evaluations, all of the items in the second section of the PDI seemed to possess face validity.

The responses of eighteen upper elementary school teachers to the forty-nine items in the second section of the PDI were factor analyzed. Based upon these results, the preliminary form of section two of the PDI was refined from forty-nine items to thirty-nine items. The refined form of the PDI was then given to three upper elementary teachers who rated their pupils on each of the items. The teachers also responded to the Teacher's Opinion Item which served as one of the criteria used in the partial validation procedure. The other was the Demos D Scale, which was administered to each pupil.

Partial validation was established by calculating the correlations between the scores on the refined form of the PDI and the criterion instruments. The discriminating power and the internal consistency of the PDI factors and the entire instrument were also examined.

Results: Ratings on each of the forty-nine items of section two of the PDI were obtained for 278 upper elementary school pupils. The forty-nine items were refined by means of factor analysis. It was found that sixty-five per cent of the total variation was common and five factors accounted for seventy-nine per cent of the common variance. The five factors were:

I. Overt Disruptive Behavior (ODB)
II. Insecurity - Withdrawal (I-W)
III. Lack of Goal Orientation (LGO)
IV. Antisocial (AS)
V. Peer Interaction (PI)

All of the correlations between the PDI scores and the Teacher's Opinion Item were significantly beyond the .001 level with magnitudes ranging from .38 to .66. The intercorrelations between the PDI scores and the Demos D Scale scores ranged from -.03 to .38. Seventeen of these thirty intercorrelations were significant beyond the .05 level.

The correlations between group membership (dropout and non-dropout) and factors I, II, III and IV of the PDI were of moderate magnitude and significant beyond the .001 level. Factor V and the total PDI scores did not have a significant correlation with group membership. The five factors and the entire instrument had coefficients of internal consistency ranging from .90 to .98.

Conclusions: Both sections of the instrument developed in this study appeared to possess face validity. The second section consisted of five factors. Four of these factors discriminated between the dropout and non-dropout groups. Of the criteria, the Teacher's Opinion Item had higher and more meaningful correlations with the PDI scores. This seemed to indicate that those things which influence the teacher's opinion of a child's chances of dropping out of school were significantly represented by the items of the PDI.

73. Jordan, Thomas Joseph. Differences in Connotative Meaning of Certain School Related Concepts Between Comparable Groups of High Attending and Low Attending Eighth Grade Boys. University of Maryland, 1972. 213p. Adviser: Richard H. Byrne. 72-29,356.

The purpose of this study was to determine whether there is a relationship between the meaning of certain school related concepts and attendance. The major research question was as follows: Are there measurable differences in the meaning of certain school related concepts between a group of high attending eighth grade boys and a comparable group of low attending eighth grade boys.

The population was composed of all the eighth grade boys enrolled in two junior high schools located in the eastern section of Baltimore County. Samples of sixty students were selected from each of the two schools so

that differences in verbal ability, reading comprehension level, and social status were minimized while differences in school attendance were maximized.

A semantic differential instrument was constructed for the purpose of collecting the necessary data to test the ten stated research hypotheses. The preliminary instrument consisted of ten concepts bounded by fifty bipolar scales. The concepts were selected during conferences with groups of eighth grade students and three school psychologists. Obtaining scales of semantic judgment involved the tabulation of adjectives most frequently emitted by ninety eighth grade students in describing the ten concepts. Polar adjectives were identified by reference to Devlin's Dictionary of Antonyms. The twenty-two scales formed in this manner were used across the ten concepts. Additional scales were selected from authoritative factor analytic studies.

In the process of identifying the dimensions underlying the semantic space of each concept, the preliminary instrument was administered to sixty randomly selected eighth grade boys. Means, standard deviations, and concept were computed. The resulting 50 X 60 matrix of intercorrelations relative to each concept was subjected to a principal axis factor analysis. The extracted factors were then rotated by the normal varimax rotation routine. Selection of scales for inclusion in the semantic differential instrument relative to each concept was then made according to the degree of factor loading and purity to the factor.

The constructed semantic differential instrument was then administered to comparable groups of high and low attending eighth grade boys as defined previously. The scoring procedure for the instrument produced data in terms of each factor comprising each concept. Means and standard deviations were obtained for each factor. Statistical null hypotheses which related to the research hypotheses relative to previously factorially identified factors of each of the ten concepts were tested.

Fisher's discriminant analysis for two groups was used to test each of the null hypotheses. Decisions were based on the .05 level of confidence.

Statistically significant differences in connotative meaning between the two groups were found in regard to the following factors within the specified concepts: evaluative factor--Teachers Are; evaluative and value factors--Classroom Discipline Is; receptivity factor--As A Student I Am; receptivity factor--Attending School Is; potency factor--Classmates Are.

Identification of additional discriminatory variables was limited by the fact that eleven factors within the various concepts were unfavoably rated by both groups. Examination of group mean scores revealed that the receptivity or contentment factors received unfavorable rating by both groups within the concepts of Teachers Are, Classroom Discipline Is, Attending School Is, Teachers Think Students Are, Working For Good Grades Is, and Taking Tests Is. Factors within the concepts Reading Books Is, Physical Education Class Is, and Classmates Are were favorably measured

by both groups. The value factor within three concepts received favorable ratings by both groups; in contrast, however, the receptivity factor within the same concepts was rated unfavorably by both groups.

Among the major implications of the study are the following: impetus is provided for subsequent experimental studies designed to determine whether manipulation of the identified differentiating variables actually cause a favorable change in attendance patterns; and, sensitization of administrators and teachers to the meaning of the school environment to students may provide support for changing aspects of the school's domain.

SCHOOL CLIMATE AND TEACHER INFLUENCE ON SCHOOL HOLDING POWER

74. Cotterill, Arthur L. Administrative Practices and Student Dropouts in Selected Kentucky School Districts. [Available for Consultation at the University of Kentucky Library]. University of Kentucky, 1967. Adviser: J. R. Ogletree.

This study is an attempt to determine if there is a relationship between the use of certain administrative practices in selected Kentucky school districts and quality education as measured by dropout rate.

Ten school districts were selected by criteria that tended to produce comparability. However, there was diversity in dropout rate. A two-part administrative practices questionnaire of sixty-two items was administered to the superintendents and principals in the ten districts to ascertain their perceptions concerning the use of the practices. Those practices which the researcher believed necessitated only a "Yes" or "No" response constituted Part I of the questionnaire while those practices that could be utilized to a degree were placed in Part II and provision was made for a scaled response. The researcher, in an effort to further confirm the utilization of the practices, interviewed the superintendent in each district concerning his responses to Part I of the questionnaire.

Criteria for validating the use of the practices was established for both Part I and Part II of the questionnaire. Appropriate statistical treatment was then applied to the data in an effort to provide answers to the following questions:

1. Is there a relationship between the total number of practices employed in a district and the dropout rate?

2. Is there a relationship between the utilization of specific practices and the dropout rate?

3. Which type of practice indicates a significant difference between the group of districts with a high dropout rate and the group with a low dropout rate?

4. Is there a greater difference in the use of the practices in those districts at the extremes of the dropout continuum as compared to those districts nearer the middle of the continuum?

The level of significance (.05) established by the researcher for acceptably significant results produced negative answers to questions one and four. However, the data indicated that those districts of low dropout rate tended more often to use practices that could be classified as student influencing practices while those districts of high dropout rate seemed to more frequently employ practices that could be classified as organization maintenance practices. Therefore, the data produced an affirmative answer to question two and a dichotomizing of the use of the practices in the low and high dropout districts as revealed in the above discussion.

Based on results obtained by statistical treatment of the data, the conclusion would be that districts of low dropout rate more often use practices that tend to affect students directly or indirectly and districts of high dropout rate more frequently use practices that maintain the organization. However, there was not revealed any relationship, at an acceptable level of significance, between the total number of practices employed and the dropout rate. Furthermore, there was not a significant difference in the use of the practices in those districts at the extremes of the dropout continuum as compared to those districts nearer the middle of the continuum.

The implication would seem to be that superintendents should give attention to the use of practices that affect students directly and indirectly. The marginal influence of these practices is difficult to measure. However, the results of this study would indicate that there is a relationship between the use of this type of practice and quality education as measured by dropout rate.

Author Publications

"Administrative Practices and Student Dropouts in Selected Kentucky School District," Bulletin of Bureau of School Service, College of Education, University of Kentucky, XL (June, 1968) 33-34.

75. Ralstrom, Stig Emil. Beliefs of Industrial Education Teachers Regarding Their Teaching Practices for Preventing Dropouts. Wayne State University, 1969. 690p. Adviser: G. Harold Silvius. 70-3441.

The purpose of this study was to identify, evaluate, and then study in depth, selected beliefs regarding teaching practices that could help industrial education teachers work more effectively to prevent dropouts. More specifically, it was planned to determine whether those industrial education teachers who qualified as contributing to school-team "holding power" and the "usual" industrial education teachers in inner- and outer-city Detroit public senior high and vocational schools differed in their beliefs concerning teaching practices that affect the dropout.

To attain the objectives of the study, this procedural plan was followed:

First, the postulation of teaching practices as it affects the dropout.

Second, the development of a teaching practice instrument designed to provide both identification and evaluation of each postulated practice as it affects the dropout.

Third, the identification and refinement of each proposed teaching practice by representative experts knowledgeable about the problems of the dropout.

Fourth, the ranking of the teaching practices as identified by the experts by inner-city industrial education teachers in senior and vocational high Detroit public schools.

Fifth, the selection of twenty-five inner-city industrial education teachers who have demonstrated school team "holding power" (Group I). In this respect, all respondents were classified as being in inner-city (Group II), or outer-city (Group III) schools according to federal funds allocation (Title I of the Elementary and Secondary Education Act of 1965). Then every inner-city respondent participating in the study was invited to consider the possibility of becoming a paid industrial education consultant to assist in in-depth interviews if he (1) believed he was making a positive contribution to the schools' holding power; (2) if he could secure the endorsement of his principal and department head to participate; and (3) if it was determined that he possessed demonstrated "holding power" to be established by a statistical approach based upon the confidential data taken from his Detroit Public Schools Promotion and Scholarship Rolls.

Sixth, a comparison of each positive and negative teaching practice by the inner-city industrial education teachers having school-team "holding power (Group I) and the evaluations from the "usual" industrial education teachers in the inner-city (Group II) and outer-city (Group III).

Seventh, the implementation of positive teaching practices or the overcoming of negative practices by inner-city industrial education teachers having school-team "holding power" (Group I) by means of an in-dept interview schedule.

Four major conclusions were identified for improving the school's holding power, at the preventive level:

1. There are seventy-eight identifiable positive teaching practices that can be utilized by industrial education teachers to help prevent dropouts. For example, typical positive teaching practices are: Creating a learning climate where learners feel free to ask questions and exchange ideas; Making the learners conscious of their progress; and Seeing to it that every learner enjoys occasional success.

2. There are eighteen identifiable negative teaching practices in the field of industrial education that could contribute to school dropouts. For example, typical negative teaching practices to be overcome (or controlled) are: Taking the position that it is necessary to fail students to maintain standards; Ridiculing or embarrassing a student who has broken an established rule; and Recognizing that a youth who makes low grades will probably become a disciplinary problem.

3. There are differences in beliefs between the inner-city industrial education teachers with school-team "holding power" and the "usual" inner- and outer-city industrial education teachers concerning selected teaching practices that could prevent dropouts.

4. There is general agreement between the inner-city teachers with school-team "holding power" that the seventy-eight positive teaching practices for preventing dropouts could be successfully implemented and the eighteen negative ones that result in dropouts could be overcome in the industrial education classrooms of Detroit.

76. Abel, Billy LaRue. A Study of Humanizing and Dehumanizing Factors in the Secondary School Environment as Perceived by a Selected Sample of Dropouts. Indiana University, 1970. 102p. Adviser: William F. Pilder. 71-11,358.

The purpose of this study was to identify humanizing and dehumanizing factors within the secondary school environment.

The technique employed was a participatory field study. The subjects were thirty dropouts in residence at the Breckinridge Job Corps Center, Morganfield, Kentucky. The subjects were interviewed (interviews were tape recorded) on successive week-ends in the month of May, 1970.

The data were gathered by unstandardized interview and observation. There were guidelines for the interviewer in the form of an interview schedule.

The interview schedule covered four major areas. The areas were: theme 1, teacher effectiveness; theme 2, organization effectiveness; theme 3, curriculum effectiveness; and theme 4, human relationship effectiveness.

Findings and Conclusions: Individual attention was perceived to be the most outstanding characteristic of the humane teacher. A dehumanizing characteristic perceived by the dropouts was that of teachers giving very little or no help in vocational information and guidance. The fact that the school program did not meet their needs was cause for a feeling of hopelessness, depression, and anxiety in the sample population. The experiences of the sample population indicated no provision for altering curricular expectations, attendance expectations, and behavioral expectations in relationship to personal and academic needs. Bias expressed by teachers toward the sample population was perceived to be dehumanizing.

Major Implications and Recommendations: Theme #1 - It is recommended that teacher training programs (pre-service and in-service) include instruction and practice in being sensitive to the humanizing and dehumanizing aspects of education. Humaneness and love should be listed as objectives of education and means to reach them delineated.

It is recommended that teachers and counselors be cognizant of the need to give assistance in the vocational interests of their individual students. Teachers should, at least, be conversant with the vocational opportunities within their particular discipline.

Theme #2 - The school dropout, the low achiever, and the "failure" are basic examples of the failure of the school to meet the needs of a large group of its clientele. Therefore, it is recommended that a way be found to interest these clients and to provide a relevant program (to them) while they are in school.

It is recommended that the curriculum be expanded to include credit for brick masonry, carpentry, and other trades. These courses would be outside the school building and possibly outside the structure of the school day and not necessarily in an area vocational school.

Theme #3 - It is recommended that school officials and teachers review their policies on released time and work-study programs. Students should be able to work and continue their studies at the same time. Flexibility in administration and organization of the school day, time blocks, and released time could help many potential dropouts to remain in school.

Theme #4 - It is recommended that educators rededicate themselves to a more humane spirit and overtly pursue this renewed dedication.

Bias expressed in terms of reaction to behavioral expectations, academic achievement, economic class, failure, and expected models of older siblings is not only dehumanizing but is also a barrier to the human quest for a better society.

It is recommended that fashionable academic aloofness be replaced with social responsibility. It has been too comfortable to hold tightly to excellence and ignore the "failure" as unfit and unlovable.

77. Stuckey, Jimmie Dowe. An Analysis of the Differences of the Social-Emotional Classroom Climates of Selected Teachers of Potential School Dropouts. University of Oregon, 1970. 174p. Adviser: Carl J. Wallen. 71-1351.

The purpose of this study was to investigate differences between the social-emotional classroom climates of teachers who were identified as the most preferred and the least preferred by potential school dropouts within one school district. The underlying rationale for the study was the recognition by the author that (1) the school dropout had become a

major problem in our nation, (2) substantial demands to correct the dropout problem were being made, and (3) the social-emotional climate within school classrooms could be a key to the solution of the complex problem.

Sixteen hypotheses were formulated in order to accomplish the purpose of the study. Insight into the direction of the hypotheses was gained through a study of related literature and research. A basic assumption of the study was that by identifying a social-emotional climate preferred by potential school dropouts, the number of actual dropouts might be reduced by teachers creating the particular social-emotional climate preferred by potential school dropouts.

A school district in Lane County, Oregon, was selected as the setting for the field study. The sample population itself--the two teacher samples--came from among the teachers of the six secondary schools of this district.

The study was conducted in three distinct phases with the completion of each phase a prerequisite for that which followed. Phase I consisted of identifying potential school dropouts within the six schools. An identifying instrument devised especially for this study was the objective criterion used during this phase. This criterion was initially completed by every teacher of the six schools who had a first-period class. Thereafter, additional information about potential school dropouts was supplied by counselors and administrators, and through examination of student records, class rosters, and other miscellaneous records. The end result of these combined endeavors led to the identification of 435 students from within the six schools. This number comprised approximately 10 percent of the total number of students, with a higher percentage coming from the four junior high schools than from the two senior high schools.

Phase II consisted of the identification of the Most Preferred Teachers and the Least Preferred Teachers of the potential school dropouts identified during Phase I. Another objective criterion (a Student-Teacher Rating Scale) was devised specifically for this purpose. School authorities administered the Scale to students identified during Phase I and to an equal number of "control" students using standard instructions. The students used the Scale to "rate" their teachers of the Social Studies and English classes they were taking. By considering only the mean results of the potential school dropouts' opinions, the author was able to identify the two teacher samples. The two teacher samples consisted of the two Most Preferred Teachers and the two Least Preferred Teachers from each of the six secondary schools of the district.

Phase III consisted of the researcher conducting three classroom observations of each member of the two teacher samples. Flanders System of Interaction Analysis was utilized to collect data during these observations. The scheduling of the seventy-two observations was made only in classes where classroom discussion was planned to take place. The observer did not know which teachers were most preferred and which were least preferred until after all observations had been completed.

The t-test was used to test the hypotheses of the study, that significant differences of percentages of classroom time existed between the two teacher samples. The most salient findings of the study was the generalization drawn from the results of the supported hypotheses: the data indicated that there are specific characteristics of teachers who are most preferred by potential school dropouts that differentiate them from their fellow pedagogues who are least preferred by potential school dropouts.

78. Barton, Florence Richter. Do Teachers Cause Dropouts? A Study to Determine Attitudes, Personality Characteristics, and Teaching Behaviors of Teachers Who Are Effective With Dropout Students. University of Utah, 1972. 183p. Adviser: Larry Palmatier. 72-23,596.

This study sought to determine why some teachers elicit positive and cooperative student responses from students who later drop out while others elicit resistant, hostile, or defiant responses.

Methods and Procedures

One hundred thirty dropout students and one hundred teachers from the Salt Lake City School District were involved in the study. The study was conducted in two phases: a two-part student phase and a three-part teacher phase to assess the attitudes, personality, characteristics, and teaching behaviors of two groups of teachers--those with whom the dropout students were most willing to cooperate and those with whom they were least willing to cooperate.

The first part of the student phase asked the dropout students to identify former teachers they judged to be effective with them and with whom they were most willing to cooperate. The dropout students were also asked to identify former teachers they strongly disliked and with whom they were least willing to cooperate.

The second part of the student phase asked the students to write one-sentence to one-paragraph statements describing their feelings about the teachers listed.

Two lists were thus generated: (1) teachers to whom dropouts responded positively; and (2) teachers to whom dropouts responded negatively.

The first part of the teacher phase assessed the attitude of both groups of teachers on the Minnesota Teacher Attitude Inventory (MTAI). The second part of the teacher phase assessed the personality characteristics of both groups on the Omnibus Personality Inventory, and the third part assessed the teaching behaviors of both groups on the Flanders' Interaction Analysis.

Means and t tests for indepdendent samples were used to compare attitudes, personality characteristics, and teaching behaviors of the liked and disliked teacher groups.

Findings and Conclusions

Twenty-three variables were identified and studied to find some trend or direction that would account for the cooperation or noncooperation of dropout students with teachers. The instruments administered to both groups of teachers in this study showed that the liked teachers: (1) were more indirect in teaching style; (2) were more accepting of ideas expressed by students; (3) used less criticism; (4) gave fewer directions; (5) gave students a feeling of security; (6) encouraged student response; (7) liked children and liked teaching; (8) encouraged freedom to think; (9) were deeper thinkers; (10) were more sensitive to needs of students; (11) were more tolerant and realistic; (12) were more creative and imaginative; (13) were less judgmental and less authoritarian; (14) were more open-minded where religion was concerned; (15) were more accepting of other points of view; (16) had a strong interest in being with people; (17) accepted themselves, felt understood by others; (18) were not anxious or nervous; (19) adjusted well socially; and (20) were more intellectual.

The findings from the study as well as those of Silberman (1960), Glasser (1969), Coleman (1966), and many others showed that the teacher is the most significant influence in the school, and can cause students to drop out. Therefore, school administrators should staff the schools with teachers who possess the attitudes, personality characteristics, and teaching behaviors identified in this study as effective with dropout students in order to turn the tide against the increasing numbers of student withdrawal from school.

79. Roby, Wallace Russell. Grade Promotion, Attendance and Holding Power as Evaluative Measures of Compensatory Education. University of Connecticut, 1973. 152p. 73-14,298.

The problem of this study was to determine the large scale evaluation usefulness of grade promotion, school year attendance and school holding power as measures of attainment for disadvantaged public school pupils of Connecticut.

The sample of disadvantaged pupils used in this study was all pupils who received state and federally supported, local school district compensatory education programs from 1965-66 to 1970-71. The data of this study were obtained from local school district annual evaluation reports made available by the Connecticut State Department of Education.

The usefulness of promotion, attendance and holding power indices was based on satisfying four requirements in this study: (1) that the indices be found related to the school attainment of disadvantaged pupils; (2) that the annual rates of these indices show consistency of pattern over a period of years; (3) that the indices be sufficiently sensitive to discriminate among varying school district conditions; and (4) that each index show relationship to some other program variable.

A review of previous research studies generally supported the contention that promotion-attendance-holding power indices were related to the school attainment of pupils.

A z ratio statistic used to determine significance of annual changes, and the observed direction of change were the bases used to evaluate the consistency of these three indices over a six year period. Patterns of annual rates for attendance and holding power were found inconsistent. Annual rates for grade promotion were found minimally consistent, generally showing an increasing proportion of disadvantaged pupils being promoted over the six year period.

An extension of the median test was the statistic used to determine any difference found among median rates of promotion, attendance and holding power for urban, suburban and rural compensatory program classifications. Attendance and holding power indices were found significantly different among urban, suburban and rural programs.

A correlation ratio was used to determine relationship between 1970-71 compensatory program rates of reading test gain, promotion, attendance and holding power. None of the three study variables related significantly to reading test gain, but did relate significantly to one another.

The implications of this study show that grade promotion, school year attendance and holding power indices singularly or in combination are not highly useful, large scale evaluation measures of school attainment for disadvantaged school pupils. The findings of this study suggest a more comprehensive analysis of school attainment is needed. In such evaluation, data should be obtained not only for the disadvantaged, but also for other pupils as well so that comparison data become available. Moreover, if judgments about the relative effectiveness of programs are to be made, it seems necessary to also obtain school, community and home variables that have some bearing on the attainment of school pupils being assessed.

Subject Index
(by citation number)

Achievement:	4, 31, 33, 34, 35, 54, 56, 59, 65, 79
Administration:	74
Alienation:	51
American Indians:	65
Aspirations:	4, 56
Aspirations:	4, 58
Attendance:	41, 66, 73, 79
Attitudes:	46, 57, 78
Behavior:	66
Behavior Modification:	42
Blacks:	6, 30, 35, 57
Breakfast Program:	33
Cognitive Functioning:	61
Community:	3
Counselors:	24
Creativity:	69
Curriculum:	15, 17, 37, 38, 68, 76
Elementary School:	2, 5, 65, 72
Eleventh Grade	5
Evaluation:	16, 50, 52, 63, 74
Extracurricular Activities:	34, 68
Family:	50, 52, 55, 59
Individualized Guidance:	25
Individualized Instruction:	29, 36
Junior High School:	8, 10, 21, 34, 73

Manpower Development Training Act Programs: 19, 48

Motivation: 56, 59

Neighborhood Youth Corps: 7, 9

Parents: 46, 47

Peer Group: 55

Performance Contracting: 39

Personality: 56, 71

Potential Dropouts: 10, 16, 18, 21, 22, 24, 25, 26, 27, 29, 34, 49

Psychological Factors: 70

Reading 44

Retraining Programs: 14

Returnees: 62

Rural: 49

School Integration: 35

Secondary School: 6, 23, 36, 40, 62

Self Concept: 4, 7, 27, 28, 31, 32, 34, 48, 57, 64, 71

Social Adjustment: 14, 27, 48

Social-Psychological Analysis: 49, 50, 55, 60, 77

Socioeconomic Status: 1, 3, 4, 47, 50, 52, 60, 61, 63

Teacher Training: 76

Teachers: 11, 24, 55, 75, 77, 78

Token Reinforcement: 42

Tutoring Program: 43

Twelfth Grade: 5

Values: 48, 57, 58

Vocational Interests: 53, 64

Vocational Programs:	8, 10, 11, 12, 13, 20, 45, 48, 67, 75, 76
Work-Study:	18

Author Index
(by citation number)

Abel, Billy L.	76	Fellers, Stanford	33
Adams, Ambrose D.	40	Gadbois, Robert L.	17
Almen, Roy E.	21	Gann, Olen W.	41
Anderson, Edmund C.	54	Gerstein, Shayle J.	62
Barton, Florence R.	78	Gibbs, Ronald K.	8
Bertinetti, Joseph F.	64	Gilbreath, Tommy D.	22
Boggs, Gerald E.	15	Goodman, Paul W.	3
Boyles, Gary E.	49	Greaney, Vincent M.	67
Browning, Gordon E.	61	Harden, Daron D.	6
Brumfield, Stanley H.	50	Harris, James L.	20
Bryan, Clifford E.	4	Henneghan, Kathleen M.	37
Bryant, James C.	35	Hermanson, Donald D.	38
Burkett, Norvel L.	7	Hess, Tyler	27
Call, Vern W.	2	Hickman, Charles W.	47
Chedekel, David S.	70	Holmes, William R.	72
Cotterill, Arthur L.	74	Husted, Grace C.	60
Crawford, Douglas G.	59	Inman, Willis B.	25
Currie, Patricia A.	65	Jacob, George F.	29
Dahlin, Donald D.	68	Johnson, E. Marie	30
Docking, William R.	36	Johnson, Geraldine M.	39
Edwards, Arthur B.	69	Jordan, Thomas J.	73
Eeles, Ronald A.	5	Lacy, Charles L.	26
Enteen, Norman	10	Lauterbach, Walter L.	51
Falkenstine, James C.	45	Malec, Michael A.	55

Mason, Cathryn T. 31
Miller, Clarence M. 18
Moss, Allen M. 56
Munisteri, Anthony 13
Nelson, James W. 66
Newbury, David N. 16
Peck, Hugh I. 1
Penningroth, Mary P. 44
Phifer, Melvin P. 71
Quinn, Benjamin R. 14
Ralstrom, Stig E. 75
Renas, Stephen M. 63
Renfrow, Omer W. 57
Roby, Wallace R. 79
Sanders, Charlie H. 34
Schleiger, Robert C. 32
Scoggins, Leland C. 23
Slaughter, Kenneth B. 52
Spencer, Samuel J. 19
Spiegel, Dov 42
Stuckey, Jimmie D. 77
Switzenberg, Merrill J. 9
Tatum, Julian P. 53
Turchan, Donald G. 46
Weil, Philip E. 12
Whisenton, Joffre T. 58
Wilson, Albert J. 48
Wing, Charles W. 43
Winger, Leland J. 28

Institution Index
(by citation number)

Alabama, University of:	58
Boston College:	67
Boston University School of Education:	33, 70
Claremont Graduate School and University Center:	51
Colorado State College:	17, 18, 53
Colorado, University of:	3, 24
Columbia University:	13
Connecticut, University of:	79
Denver, University of:	56
East Texas State University:	39
Florida State University:	61
Florida, University of:	10, 48
Georgia State University:	63
Georgia, University of:	44
Houston, University of:	35
Illinois State University:	62
Illinois, University of:	57
Indiana University:	25, 46, 76
Kentucky, University of:	45, 74
Louisiana State University and A and M College:	23
Maryland, University of:	73
Miami, University of:	1

Michigan State University: 8, 36, 37
Minnesota, University of: 21
Mississippi State University: 7, 71
Mississippi, University of: 6, 41
Nebraska Teachers College, University of: 68
Nebraska, University of: 32
New Mexico, University of: 64
North Carolina at Chapel Hill, University of: 47
North Dakota, University of: 9, 49
North Texas State University: 40
Northwestern University: 29, 30, 66
Ohio University: 19
Oklahoma State University: 14, 15, 20
Oklahoma, University of: 54
Oregon, University of: 5, 77
Pittsburgh, University of: 42
Purdue University: 55
Rochester, University of: 11
Rutgers, The State University of New Jersey: 12
St. Louis University: 31, 60
Southern Mississippi, University of: 50, 52, 72
Tennessee, University of: 69
Texas A and M University: 22
Toronto, University of: 59
Utah State University: 2
Utah, University of: 28, 78

Virginia, University of: 27, 65

Wayne State University: 16, 26, 34, 75

Western Michigan University: 4

Wyoming, University of: 38, 43